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ABSTRACT

This booklet provides information for girls and women in eight areas of career planning and information: (1) how to use the booklet; (2) new developments; (3) new opportunities; (4) new laws; (5) barriers; (6) some beliefs and the facts about them; (7) taking action; and (8) how to obtain more information on the subject of the book. Readers are instructed to scan sections which seem most related to their questions and needs, including the resource materials in each section. The third section discusses new career opportunities opening up for women. The fourth section presents information about laws relating to women, their education, and employment. The fifth section deals with barriers to employment such as marriage, family, and a long absence from the labor force. The sixth section deals with beliefs about working women and the findings of research on these beliefs. The seventh section provides information on planning for a career, attaining more education, and looking for a job. The last section is a listing of reference materials and organizational addresses dealing with women and careers. (HLM)

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WOMEN AT WORK:

THINGS ARE LOOKING UP

by

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February, 1975

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► An Introductory Note.

We spent seven months combing through a lot of written material, talking with experts in women's studies and other areas, and analyzing many research studies, as part of preparing this booklet. We've prepared a similar, but much longer and more detailed, book for counselors to use as well.

Of great help in all these tasks was our research assistant, Ann Phelps, and the representative of the National Institute of Education, Dr. Ivan Charner. We'd like to take this opportunity to thank them both for their support.

Helen S. Farmer
Thomas E. Backer

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•HOW TO USE THIS BOOKLET•

This booklet is for use by girls and women who need information and help with planning concerning the working aspect of their lives.

The 1970's is a time of opportunity for women who work or who want to work, but also a time for some hard thinking and realistic planning.

We want to help through this booklet's resources of information and suggestions.

You can best use this booklet by scanning the sections that seem most related to the questions and needs you have. Some suggestions for additional books or pamphlets to read are given in each section. Then, turn to the end to see if any of the outside resources-- organizations, publishing houses, etc.--might give some further help if you need it. Your counselor will also be able to help, of course.

We don't pretend to have all the answers here. This booklet is based on a research project in which we looked at much current information about women at work. Some of this information will be outdated by the time you read it. We hope, though, that the booklet will give you a good jumping off place.

The booklet has six sections:

- information about new career opportunities for women that are just now opening up;
- information about laws relating to women, their education and employment;
- suggestions for how to overcome barriers to combining homemaking and work responsibilities;

- the information--much of it based on research that counters some widely held beliefs that often prevent equal treatment of girls and women by their employers, parents, and husbands;
- where to go for help in planning your career, including resources for getting needed job facts and job search skills; and
- listings of useful addresses of organizations and other information sources concerned with work opportunities for girls and women.

Though this pamphlet has been written to let girls and women know about increasing career opportunities, not all career alternatives are satisfying for all women. In other words, because training schools for engineers now encourage more women to enter them does not mean that you have the interest or aptitude needed for a successful career in engineering. Equal opportunity does not mean "any job you choose," but rather "any job your personal characteristics and interests direct you to"--whether you are male or female.

There are, of course, many realities that we can't cover here--one example is the current economic crunch and its many impacts on everybody's career opportunities. Today's job market is very tight, and anyone entering it needs to be aware of where the best openings are. We hope that some of the information that follows will help.

Also, a good deal of what we've said here is applicable primarily to the re-entry woman who has at least a high school education. Our research review turned up the most information about this kind of woman. But we hope some--perhaps a good many--high school girls, adult women who've never worked, and others will find what's in here helpful.

•NEW DEVELOPMENTS•

More women in America are working than ever before, including mothers of young children, and more women are entering non-traditional occupations. New legislation, new training and educational opportunities and changing social attitudes are all helping to create a more favorable environment for the American woman at work.

Some basic trends:

1. More Women Are Working Than Ever Before

More women are working in the seventies than in the sixties, and there has been a dramatic increase in the number of women working since the turn of the century--see the bar graph that follows. More than 50% of all women ages 18 to 64 are working, and nine out of ten girls will work at some time in their lives.

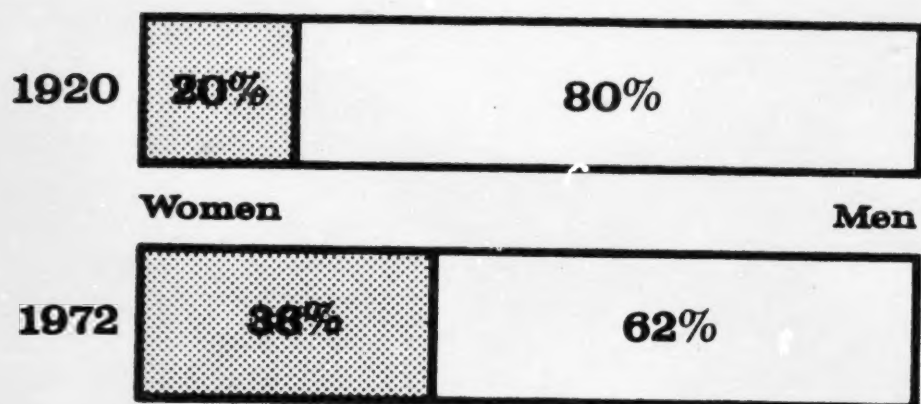
2. Women's Employment Has Increased Faster Than Men's

Women accounted for 60% of the increase in the labor force in the last decade. Growth figures for men and women for the years 1947-68 indicate that this trend has been increasing during that twenty year period.

3. More Mothers Are Working

In 1940, 4% of mothers of children under 18 were working, while today 37% of mothers in this category are working. Fourteen percent of working women today are mothers with preschool children--30% of all women who have preschool children.

□Women at Work•1920 and 1972□



4. More Women Continue to Work During the Child-rearing Years

In the past, women's careers usually were "interrupted" between the ages of 20 and 35 to raise a family. However, for women born since 1935, there has been much less of this kind of interruption. In fact, participation in the work force by this generation of women has continued to increase from ages 20 to 35.

5. More Education Increases Work Opportunities

Women who have college degrees are more likely to work than women with less than four years of college. Women with graduate degrees are even more likely to work than those who have only bachelors degrees.

6. More Women in Management

More women hold management and administrative positions in the seventies than 20 years ago. The increase of women in management--from 13.6 percent in 1950 to 19 percent in 1973--outstrips their increases in the professional and service occupations.

7. More Work Opportunities for Minority Women

Minority women have made gains in the past decade in the world of work. They are earning more, and the educational and salary gap between white and minority women workers is closing. Black women are moving into the nontraditional professions almost as rapidly as white women, and often find greater acceptance in the professions from white men than white women experience. More of them work during

the childbearing years. The area of greatest discrepancy between black and white women workers is in teenage employment. Far more black teenagers than white are unemployed.

* * * *

Now: a word of warning! Despite all these promising developments, much progress still needs to be made. We're taking a very positive attitude here--focusing on the opportunities as much as we can. But the fact that a booklet like this is needed suggests that discrimination is still a reality for women in the world of work.

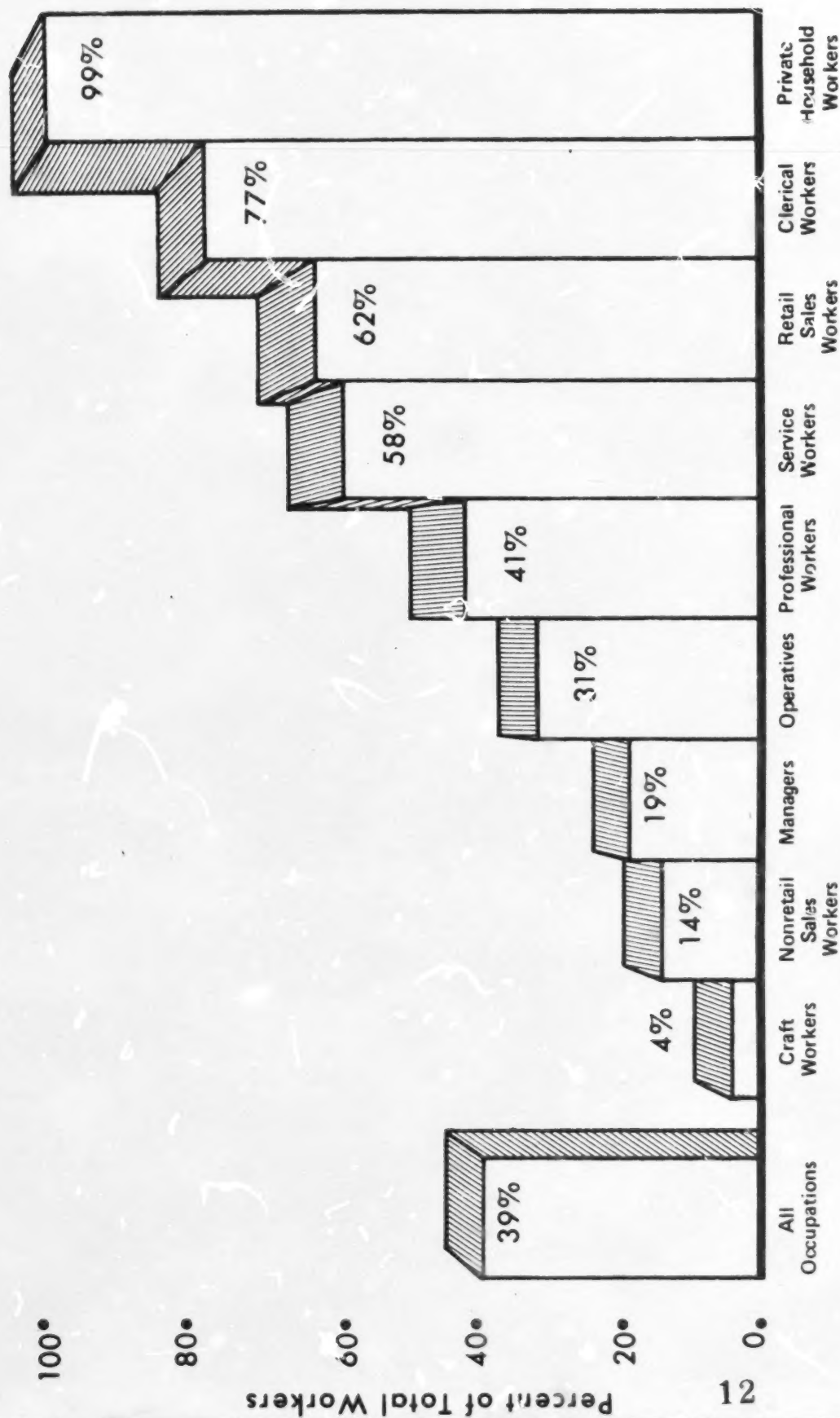
We'll talk later about new laws and how you can use them to help guarantee your rights at work or get training and education. These laws were badly needed, to force changes in work opportunities for women. Still much too often, working women in America

- get paid less than men for equal work
- don't advance as far in a chosen career as their abilities would permit them to
- can't get certain positions at all
- are frustrated by having family responsibilities that prevent taking the job they would like
- are seriously underrepresented in some occupations

Thus, equal opportunity is not yet a reality for women in America. Women who work, full-time year round, on the average earn about 60 percent of the salary earned by similarly employed men. The gap in earnings between women and men has varied only slightly in the past 20 years.

Between 1959 and 1969 the gap in salaries for men and women workers decreased somewhat (4.8%). The greatest decrease was achieved in

□ Women are Underrepresented as Managers and Skilled Craft Workers



Source: Prepared by the Women's Bureau, Employment Standards Administration, from April 1973 data published by the Bureau of Labor Statistics, U.S. Department of Labor.

the Western states, and overall for single, divorced or widowed women, and for self-employed women over 35.

Salary gaps are somewhat smaller for persons with five years or more of college, and for persons with less than eight years of elementary school education.

The gap in salary between men and women is somewhat less for professional and technical workers than for other fields, and the gap is widest for sales occupations.

Women workers are now concentrated in low-paying, dead-end jobs. Men still are often expected to work in certain occupations and women in others. As a result of these expectations, women tend to "crowd" into a small number of occupations which pay less and use skills they learned in the home--such as many of the duties involved in elementary teaching, the textile industry, and nursing.

You can do something about this situation by preparing for and entering types of work which are less "traditional" for women. We'll talk about some of these in the next section. However, before making this choice, you should consider carefully the extra demands that may be placed on your time and personal energies, both for entry level training and on the job after you are employed. If you are willing to invest more in training and in work, it may be right for you to consider other careers than those traditionally entered by women.

●THE NEW OPPORTUNITIES●

■What Are the Work Openings for Women in the Crafts?

Women are at long last beginning to increase their participation in craft occupations, partly because: 1) physical strength is becoming less important in many of the skilled trades; 2) women have become more aware of the good salaries these jobs provide; and 3) legislation has helped reduce discrimination in getting the needed training.

More women have been entering the crafts each year since 1970. Crafts such as baker, bookbinder, decorator, furrier, optician, lens grinder and tailor now have more than 15 percent participation by women. During the period from 1900 to 1960, only 2 to 3 percent of the craft workers were women, except during World War II, when about five percent were women. In 1974, women's employment in the crafts was again up to five percent, and up to 12 percent of persons enrolled in trade schools were women.

Other craft occupations which women are entering in increasing numbers include these:

- Aircraft Mechanic
- Auto Mechanic
- Blacksmith
- Cabinetmaker
- Carpenter
- Electrician
- Boilermaker
- Machinist
- Metal Job and Die Setter
- Metal Roller and Finisher
- Painter
- Printing Press Operator
- Sign Painter
- Telephone Installer and Repairer

Two recent studies that compared craft-related skills of women and men found little in the way of significant differences -- both sexes can do this kind of work well, the research says, and women have some advantages in tasks requiring small finger coordination.

Interest and motivation are stumbling blocks almost as important as job discrimination to women's increased entry into the crafts. The picture of the craft occupations is often one of a dirty repairman, a construction worker risking life and limb on high scaffolding, or of an auto mechanic under the body of a car. These stereotypes are not very attractive to many women.

But women are also realizing that a person employed in a skilled trade may be more independent, be outdoors more, have a greater sense of achievement (a chance to work with the hands and produce a product)--and, of course, the pay is better than for many clerical or other traditional "women's jobs."

Social changes also have made the skilled trades more inviting to many women in the 1970's. A shared approach to marriage and the family has become more common, making it easier for women with families to work. They can expect more help from their husbands with the groceries, cleaning, cooking, child-care, etc. The year or two of training or apprenticeship required for craft trades is more possible now.

After reading about the opportunities to obtain training in the crafts that may lead to better paying jobs, it is important that you stop to consider whether or not you have the particular

combination of interest and skills that would make you happy in this occupation. The theme of this booklet is that many occupations are now becoming more equally open to both women and men. However, this does not change the fact that particular jobs require particular interests, values, aptitudes and skills, and that many particular job opportunities will not suit you.

■ What about Management?

As mentioned before, 19% of all managers today are women, and the opportunities are growing. For example, 1974 was a record year for women in American politics--the government branch of management. Eighteen women were elected to the U.S. House of Representatives, a record for any single election. Women were elected governors (Connecticut) mayors (San Jose, California) chief justices and lieutenant governors (New York) and secretaries of state (California) this year also.

New federal legislation requires employers holding government contracts actively to recruit women for management openings, and to make management training programs open to women employees as well as men.

Rapid employment growth is expected for several administrative and management occupations. For women with master's degrees in public or municipal administration, positions such as purchasing agent, bank officer and city manager will be areas of expanding opportunity for women.

Research indicates that women managers perform equally as well as men on management competency measures. In addition, it has been found that men who had had female supervisors/managers are more positive about women in management than men who have not had this type of experience.

- ▶ Two recommended readings on women in management are: Loring and Wells' Breakthrough into Management, (New York: Van Nostrand Reinhold Co. 1972); and Kahne's Women in Management: Strategy for Increase (1974; available from the Business and Professional Women's Foundation; see address listing on p. 57).

Although it is true that female managers perform as well as male managers, the role of manager does not suit all persons. You personally may or may not have the qualities (interests and skills) needed to become a successful manager. We suggest that you turn to "How Can I Get Help in Planning My Career?" for ideas on what you might do next if you are considering obtaining a management role for your career.

■ And the Professions?

Historically, the proportion of women in the professions compared with women's participation in many other fields has been high. About 16% of all men workers are professionals, and about the same percent of all women workers are in the professions.

The demand for professional workers during the next decade (through 1985) is expected to be strong. Many professions have both a shortage of trained workers and relatively few women currently employed in them. A changing social role for women in the home is

now making it more possible for women to enter professions which demand long periods of training and have exacting time requirements during employment. Affirmative action requirements and legal sanctions against discrimination in employment will also contribute to the increasing entry and participation of women in nontraditional professions.

Here are some professions in which women can expect to find increasing opportunities:

- | | |
|----------------------------|----------------------------|
| • Accountant | • Physician |
| • Architect | • Physicist |
| • Chemist | • Psychologist |
| • Civil engineer | • Public relations worker |
| • Dentist | • Recreation worker |
| • Dietitian | • Registered nurse |
| • Economist | • Rehabilitation counselor |
| • Electrical engineer | • School counselor |
| • Industrial engineer | • Social worker |
| • Life scientist | • Speech pathologist and |
| • Mathematician | audiologist |
| • Medical record librarian | • Statistician |
| • Medical technologist | • Veterinarian |
| • Personnel worker | |

Women in the professions have traditionally been concentrated among nurses, elementary school teacher and librarian. Over 50 percent of women in the professions are in one of these three fields.

Although large numbers of openings are not predicted soon in these three fields, in general, certain specializations within each of them are expected to expand.

In elementary school teaching, specialists in special education, reading, and individual instruction may continue to enjoy good employment opportunities.

For librarians, there is a growing demand for legal records librarians and information specialists to help executives in business

and management keep abreast of new developments. Greater use of computers to store and retrieve information will contribute to increased demand for these information specialists and for library automation specialists.

In the nursing field, employment opportunities are expected to remain good through 1985 for registered nurses, nursing aides and licensed practical nurses. Expanding opportunities in related health occupations such as physical therapist and medical technician are also expected. Health workers needed in the next decade include:

- Dental assistant
- Dental hygienist
- Electrocardiographic (EKG) technician
- Medical assistant
- Medical laboratory workers:
 - Medical laboratory assistant
 - Medical laboratory technician
 - Medical technologist
- Radiologic technologist
- Electroencephalographic (EEG) technician
- Inhalation therapist
- Occupational therapy assistant
- Optometric assistant
- Physical therapy assistant
- Surgical technician

Although demand is high for medical professionals, from doctor to technician and nurse, training facilities for doctors are very limited, making entry to training highly competitive.

If you are interested in entering one of the less traditional professions, turn to "How Can I Get Help in Planning My Career?" for suggestions on what you might do next to determine if you have the particular combination of interests and abilities that suit you for seeking entry to one of these careers.

●THE NEW LAWS●

A brief summary of laws pertaining to equal opportunity for women in education and employment is presented here.

Sex Discrimination in Education Institutions. Some recent laws relating to sex discrimination in education and the provisions for their enforcement are summarized in the table below (which also covers employment discrimination).

Equal Pay for Equal Work: How to Complain. If a woman feels her employer has violated the Equal Pay Act she should file a complaint with the nearest Regional Office of the Wage and Hour Division, Employment Standards Administration, Department of Labor. A complaint can be telephoned, given in person, or sent by letter. (See Table below for address).

Some of the outcomes of successful court actions in 1973 include:

1. American Telephone and Telegraph Co. paid \$7.7 million in back pay to more than 3,000 women employees.
2. Some 30,000 employees, most of them women, received \$18 million in back pay from various American employers in 1973.
3. Corning Glass Co. paid \$600,000 to 960 women in back pay in 1973.
4. Sixty J. J. Fields retail stores and Loveman's department stores were ordered to pay women selling women's clothing the same wage rates as men selling men's clothing by an appellate ruling.

In the first six months of 1974, the amount of income restored to employees under the Equal Pay Act was twice that for the comparable period during 1973.

OFederal Laws¹ and Regulations Concerning 2 Sex Discrimination in Educational Institutions and in Employment

October, 1972

Compiled by Project on the Status and Education
of Women, Association of American Colleges

Executive Order 11246 as amended by 11375 Oct 13, 1968		Title VII of the Civil Rights Act as amended by the Equal Employ- ment Opportunity Act of 1972		Equal Pay Act of 1963 as amended by the Education Amendments of 1972 (Higher Edu- cation Act)		Title IX of the Education Amend- ments of 1972 (Higher Education Act)		Title VII (Section 799A) & Title VIII (Section 845) of the Public Health Service, the Comprehensive Health Manpower Act & the Nurse Training Amendments Act of 1971 ²	
Effective date	Oct 13, 1968	March 24, 1972; July 1965 for non- professional workers; (institutions with 15-24 employees are not covered until March 24, 1973)	All institutions with 15 or more employees	July 1, 1972 (June, 1964, for non-professional workers.)	All institutions.	July 1, 1972 (Admissions provisions effective July 1, 1973)	Nov. 18, 1971		
Which institutions are covered	All institutions with federal con- tracts of over \$10,000 ³							All institutions receiving or benefit- ing from a grant, loan guarantee, or interest subsidy to health per- sonnel training programs under Title VII or VIII of the Public Health Service Act. ⁴	
What is prohibited	Discrimination in employment (in- cluding hiring, upgrading, salaries, fringe benefits, training, and other conditions of employment) on the basis of race, color, religion, na- tional origin or sex. Covers all employees	Discrimination in employment in- cluding hiring, upgrading, salaries, fringe benefits, training, and other conditions of employment on the basis of race, color, religion, na- tional origin or sex. Covers all em- ployees	Discrimination in salaries (includ- ing fringe benefits) on the basis of sex. Covers all employees.	Discrimination in salaries (includ- ing fringe benefits) on the basis of sex. Covers all employees.	Discrimination against students or others on the basis of sex. ⁵	Discrimination against students or others on the basis of sex. ⁶		Discrimination in admission of students on the basis of sex and against some employees. ⁷	
Exemptions from coverage	None	Religious institutions are exempt except to the employment of individuals on a particular re- ligion or religious organization those limited to one sex; to per- form work for that institution. (Such institutions are not exempt from the prohibition of discrimina- tion based on sex, color and na- tional origin.)	None.	None.	Religious institutions are exempt if the application of the anti-dis- crimination provisions and the employment of individuals on the basis of such organizations. Military schools are exempt if their primary purpose is to train indi- viduals for the military services of the U.S. or the merchant marine. Discrimination in admissions is permitted in institutions of higher learning (including vocational high schools), graduate and professional institutions, and public undergrad- uate educational institutions.	Religious institutions are exempt if the application of the anti-dis- crimination provisions and the employment of individuals on the basis of such organizations. Military schools are exempt if their primary purpose is to train indi- viduals for the military services of the U.S. or the merchant marine. Discrimination in admissions is permitted in institutions of higher learning (including vocational high schools), graduate and professional institutions, and public undergrad- uate educational institutions.	None.		
Who enforces the provisions?	Office of Federal Contract Compli- ance (OFCC) of the Department of Labor and Overseas Federal OFCC has enforced HEW as the Compli- ance Agency responsible for en- forcing the Executive Order for all contracts with educational institu- tions. HEW's Office for Civil Rights (Division of Higher Education) con- ducts the reviews and investi- gations.	Equal Employment Opportunity Commission (EEOC).	Wage and Hour Division of the Employment Standards Adminis- tration of the Department of Labor.					HEW's Office for Civil Rights (Divi- sion of Higher Education) con- ducts the reviews and investi- gations.	
How is a complaint made?	By letter to OFCC or Secretary of HEW	By a sworn complaint form ob- tainable from EEOC	By letter, telephone call, or in person to Wage and Hour Division office.					Procedure not yet specified. A letter to Secretary of HEW is ac- ceptable.	
Can complaints of discrimination be made by an individual complainant?	Yes. However, individual com- plaints are referred to EEOC.	Yes.	Yes.					Yes.	
Who can make a complaint?	Individuals and/or organizations on own behalf or on behalf of ag- grieved employee(s) or appli- cant(s).	Individuals and/or organizations on own behalf or on behalf of ag- grieved employee(s) or appli- cation may also file charges.	Individuals and/or organizations on own behalf or on behalf of aggrieved employee(s).	Individuals and/or organizations on own behalf or on behalf of aggrieved employee(s).				Individuals and/or organizations on own behalf or on behalf of ag- grieved party.	
Time limit or filing complaints	180 days	180 days	No official limit, but recovery of back wages is limited by statute of limitations to two years for a non-willful violation and three years for a willful violation.	Yes. Government can conduct pe- riodic reviews without a reported violation as well as in response to complaints.	Yes. Government can conduct pe- riodic reviews without a reported violation as well as in response to complaints.	Yes. Government can conduct pe- riodic reviews without a reported violation as well as in response to complaints.		Procedure not yet determined	
Can investigations be made without complaints?	Yes. Government can conduct pe- riodic reviews without a reported violation, as well as in response to complaints. For contracts over \$1,000,000.	No. Government can conduct in- vestigations only if charges have been filed.	Yes. Government can conduct pe- riodic reviews without a re- ported violation as well as in re- sponse to complaints.	Yes. Government can conduct pe- riodic reviews without a reported violation, as well as in response to complaints.	Yes. Government can conduct pe- riodic reviews without a reported violation, as well as in response to complaints.	Yes. Government can conduct pe- riodic reviews without a reported violation, as well as in response to complaints.		Yes. Government can conduct pe- riodic reviews without a reported violation, as well as in response to complaints.	

Can the entire institution be reviewed?	Yes, HEW may investigate part or all of an institution	Yes, EEOC may investigate part or all of an establishment	Yes, Usually the Wage/Hour Division reviews the entire establishment	Yes, HEW may investigate those parts of an institution which receive federal assistance under Title VII and VIII (as well as other parts of the institution related to the program, whether or not they receive federal assistance) if the institution is not a government agency and the entire institution may be reviewed	Yes, HEW may investigate those parts of an institution which receive federal assistance under Title VII and VIII (as well as other parts of the institution related to the program, whether or not they receive federal assistance) if the institution is not a government agency and the entire institution may be reviewed
Record keeping requirements and government access to records	Institution must keep and preserve specified records relevant to the determination of whether violations have occurred. Government is empowered to review all relevant records.	Institution must keep and preserve specified records relevant to the determination of whether violations have occurred. Government is empowered to review all relevant records.	Institution must keep and preserve specified records relevant to the determination of whether violations have occurred. Government is empowered to review all relevant records.	Institution must keep and preserve specified records relevant to the determination of whether violations have occurred. Government is empowered to review all relevant records.	Institution must keep and preserve specified records relevant to the determination of whether violations have occurred. Government is empowered to review all relevant records.
Enforcement power and sanctions	Government may delay new contracts, revoke current contracts, and debar institutions from eligibility for future contracts.	If attempt at conciliation fails, EEOC or the U.S. Attorney General may file suit. Aggrieved individuals may also initiate suits. Court may enjoin respondent from engaging in unlawful behavior, order appropriate affirmative action, and award back pay.	Aggrieved individuals may initiate suits when Department of Labor has not done so. Court may enjoin respondent from engaging in unlawful behavior, and order appropriate affirmative action, and award back pay.	Government may delay new contracts, revoke current awards, and debar institution from eligibility for future awards. Department of Justice may also bring suit at HEW's request.	Government may delay new contracts, revoke current awards, and debar institution from eligibility for future awards. Department of Justice may also bring suit at HEW's request.
Can back pay be awarded?	Yes, HEW will seek back pay only for employees who were not previously protected by other laws allowing back pay.	Yes, For up to two years prior to filing charges with EEOC.	Yes, For up to two years for a nonwillful violation and three years for a willful violation.	Probably, to the extent that employees are covered.	Probably, to the extent that employees are covered.
Affirmative action requirements (where are no restrictions on affirmative action which is non-preferential)	Affirmative action plans (including numerical goals and timetables) are required of all contractors with 50 or more employees.	Affirmative action is not required unless charges have been filed, in which case it may be included in conciliation agreement or be ordered by the court.	Affirmative action, other than salary increases and back pay, is not required.	Affirmative action may be required after discrimination is found.	Affirmative action may be required after discrimination is found.
Coverage of labor organizations	Any agreement the contractor may have with a labor organization can not be in conflict with the contractor's affirmative action commitment.	Labor organizations are subject to the same requirements and sanctions as employers.	Labor organizations are prohibited from causing or attempting to cause an employer to discriminate on the basis of sex. Complaints may be made and suits brought against these organizations.	Procedure not yet clear. Any agreement the institution may have with a labor organization can not be in conflict with the non-discrimination provisions of the legislation.	Procedure not yet clear. Any agreement the institution may have with a labor organization can not be in conflict with the non-discrimination provisions of the legislation.
Is harassment prohibited?	Institutions are prohibited from discharging or discriminating against any employee or applicant for employment because he/she has made a complaint, assisted with an investigation or instituted proceedings.	Institutions are prohibited from discharging or discriminating against any employee or applicant for employment because he/she has made a complaint, assisted with an investigation or instituted proceedings.	Institutions are prohibited from discharging or discriminating against any employee or applicant for employment because he/she has made a complaint, assisted with an investigation or instituted proceedings.	Institutions will be prohibited from discharging or discriminating against any employee or applicant for employment because he/she has made a complaint, assisted with an investigation or instituted proceedings.	Institutions will be prohibited from discharging or discriminating against any employee or applicant for employment because he/she has made a complaint, assisted with an investigation or instituted proceedings.
Notification of complaints	Notification of complaints has been erratic in the past. HEW is proposing notifying institutions of complaints within 10 days. HEW notifies institutions a few weeks prior to investigation.	EEOC notifies institutions of complaints within 10 days.	Complaint procedure is very informal. Employer under review may or may not know that a violation has been reported.	Procedure not yet determined.	Procedure not yet determined.
Confidentiality of names	Individual complainant's name is usually given to the institution. Investigation findings are kept confidential by government, but can be revealed by the institution. Public concern about government closure concerning investigations and complaints has not yet been issued. The aggrieved party and respondent are not bound by the confidentiality requirement.	Individual complainant's name is divulged when an investigation is made. Charges are not made public by EEOC, nor can any of its efforts during the conciliation process be made public by the commission or its employees. If court action becomes necessary, the identity of the parties involved becomes a matter of public record. The aggrieved party and respondent are not bound by the confidentiality requirement.	The identity of a complainant, as well as the employer (and union, if involved), is kept in strict confidence. If court action becomes necessary, the identity of the parties involved becomes a matter of public record. The aggrieved party and respondent are not bound by the confidentiality requirement.	Identity of complainant is kept confidential if possible. If court action becomes necessary, the identity of the parties involved becomes a matter of public record. The aggrieved party and respondent are not bound by the confidentiality requirement.	Identity of complainant is kept confidential if possible. If court action becomes necessary, the identity of the parties involved becomes a matter of public record. The aggrieved party and respondent are not bound by the confidentiality requirement.
For further information, contact:	Division of Higher Education Office for Civil Rights Department of HEW Washington, D.C. 20201 Office of Federal Contract Compliance Enforcement Standards Administration Department of Labor Washington, D.C. 20210 Regional HEW or DOL Office	Equal Employment Opportunity Commission 1800 G Street, N.W. Washington, D.C. 20506 Regional EEOC Office	Wage and Hour Division Employment Standards Administration Department of Labor Washington, D.C. 20210 Field Area or Regional Wage and Hour Office	Division of Higher Education Office for Civil Rights Department of HEW Washington, D.C. 20201 Regional HEW Office	Division of Higher Education Office for Civil Rights Department of HEW Washington, D.C. 20201 Regional HEW Office

General

1. State employment and/or human relations laws may also apply to educational institutions. The Equal Rights Amendment to the U.S. Constitution, passed by the Congress and now in the process of ratification would, when ratified, forbid discrimination in publicly supported schools at all levels, including students and faculty.

2. Unless otherwise specified, "institution" includes public and private colleges and universities, elementary and secondary schools, and preschools.

3. A bona fide seniority or merit system is permitted under all legislation, provided the system is not discriminatory on the basis of sex or any other prohibited ground.

4. There are no restrictions against making a complaint under more than one anti-discrimination law at the same time.

5. This time limit refers to the time between an alleged discriminatory act and when a complaint is made. In general, however, the time limit is interpreted liberally when a continuing practice of discrimination is being challenged, rather than a single, isolated discriminatory act.

6. Back pay cannot be awarded prior to the effective date of the legislation.

Executive Order 11246 as amended by 11375

7. The definition of "contract" is very broad and is interpreted to cover all government contracts (even if nominally entitled "grants") which involve a benefit to the federal government.

8. As of January 19, 1973, all covered educational institutions, both public and private, must have written affirmative action plans.

Title VII of the Civil Rights Act of 1964 as amended by the Equal Employment Opportunity Act

9. In certain states that have fair employment laws with prohibitions similar to those of Title VII, EEOC automatically defers investigation of charges to the state agency for 60 days. (At the end of this period, EEOC will handle the charges unless the state is actively pursuing the case. About 85 per cent of deferred cases return to EEOC for processing after deferral.)

10. Due to an ambiguity in the law as it relates to public institutions, it is not yet clear whether EEOC or the Attorney General will file suit in all situations which involve public institutions.

Equal Pay Act of 1963 as amended by the Education Amendments of 1972 (Higher Education Act)

11. Over 95 per cent of all Equal Pay Act investigations are resolved through voluntary compliance.

12. Unless court action is necessary, the name of the parties need not be revealed. The identity of a complainant or a person furnishing information is never revealed without that person's knowledge and consent.

Title IX of the Education Amendments of 1972 (Higher Education Act)

(Minority women are also protected from discrimination on the basis of their race or color by Title VI of the Civil Rights Act of 1964.)

13. Final regulations and guidelines for Title IX of the Education Amendments of 1972 have not yet been published. This chart includes information which is explicitly stated in the law, as well as how the law is likely to be interpreted in light of other precedents and developments.

14. The sex discrimination provision of Title IX is patterned after Title VI of the Civil Rights Act of 1964, which forbids discrimination on the basis of race, color and national origin in all federally assisted programs. By specific exemption, the prohibitions of Title VI do not cover employment practices (except where the primary objective of the federal aid is to provide employment). However, there is no similar exemption for employment in Title IX.

15. Title IX states that: "No person . . . shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance. . . ."

16. The following are exempted from the admissions provision:

Private undergraduate institutions.

Elementary and secondary schools other than vocational schools.

Single-sex public undergraduate institutions. (If public single-sex undergraduate institutions decide to admit both sexes, they will have 7 years to admit female and male students on a nondiscriminatory basis, provided their plans are approved by the Commissioner of Education.)

Note 1. These exemptions apply to admissions only. Such institutions are still subject to all other anti-discrimination provisions of the Act.

Note 2. Single-sex professional, graduate and vocational schools at all levels have until July, 1979, to achieve nondiscriminatory admissions, provided their plans are approved by the Commissioner of Education.

17. Under Title VI of the 1964 Civil Rights Act, which Title IX of the Education Amendments closely parallels, federal agencies which extend aid to educational institutions have delegated their enforcement powers to HEW. A similar delegation of enforcement power is expected under Title IX.

Title VII & Title VIII of the Public Health Service Act as amended by the Comprehensive Health Manpower Act & the Nurse Training Amendments Act of 1971

18. Final regulations and guidelines for Title VII and VIII of the Public Health Service Act have not yet been published. This chart includes information which is explicitly stated in the law, as well as how the law is likely to be interpreted in light of other precedents and developments.

19. Schools of medicine, osteopathy, dentistry, veterinary medicine, optometry, pharmacy, podiatry, public health, allied public health personnel and nursing are specifically mentioned in Titles VII and VIII. Regulations issued June 1, 1972, by the Secretary of HEW specify that all entities applying for awards under Titles VII or VIII are subject to the nondiscrimination requirements of the act.

20. HEW regulations state: "Nondiscrimination in admission to a training program includes nondiscrimination in all practices relating to applicants to and students in the program; nondiscrimination in the enjoyment of every right, privilege and opportunity secured by admission to the program; and nondiscrimination in all employment practices relating to employees working directly with applicants to or students in the program."

Equal Employment Opportunity: When To Complain. The Equal Employment Opportunity Act (1972) was passed to protect your rights to employment in any occupation for which you qualify regardless of your sex. The Equal Employment Opportunity Commission has been established (1800 6th Street, N.W. Washington, D.C. 20506) to handle your complaints. The Act and the EEOC apply to race, color or ethnic discrimination as well, of course.

You have a right to complain if any of the following occur:

- an employer's advertisement for employees carries a sex label;
- an employer refuses to let you file an application for a position but accepts other applications;
- a union or employment agency refuses to refer you to job openings;
- a union refuses to accept you into membership;
- you are fired or laid off without cause;
- you are passed over for promotion for which you are qualified;
- you are paid less than others for comparable work;
- you are placed in a segregated seniority line;
- you are left out of training or apprenticeship programs;

► Leaflet 55 published by the Women's Bureau, A Working Woman's Guide to Her Job Rights (1974) is a highly useful booklet and is available at 64¢ on request. A booklet called Sex Discrimination (1974) is available from the Office for Civil Rights, HEW, Washington D.C., 20201 at no charge.

Protective Legislation for Women: In Your Best Interest? Legislative changes to remove restrictive aspects of the protective laws have benefited women in the crafts. In the past, protective legislation frequently prevented women from working overtime, and from

accumulating seniority. The Equal Employment Opportunity Commission (EEOC) has stated that such laws do not take into account the special interests and abilities of some women; therefore, they are discriminatory on the basis of sex. Recent rulings of the EEOC hold that laws requiring special rest and meal periods or physical facilities for women are in violation of Title VII of the Equal Employment Opportunity Act. An employer must provide the same benefits for both sexes, thus require the same rest periods, etc.

By the end of 1973, 39 of the 40 states that had protective legislation defining maximum daily or weekly hours for women had repealed these laws, or modified their enforcement in light of Title VII (Civil Rights Act).

Maternity Leave: Employer Trends. Maternity leave with full reemployment rights became available to many more workers with the passage of Title VII (Civil Rights Act). A Department of Labor study indicated that 73 percent of employed women surveyed were receiving such leave in 1974. This change means that seniority accumulation would not be interrupted by maternity leave. Changes such as these also make work in the crafts more attractive to women.

Disabilities caused by pregnancy, miscarriage, abortion or childbirth are to be considered temporary disabilities under the new legislation and treated under the same rules that hold for male employees. These disabilities are to be covered by the health insurance plan and the sick leave regulations offered women employees.

If your employer has no maternity leave policy, he is required by law to consider maternity leave as equivalent to any other temporary disability and justifiable for a "reasonable" period of time.

Following maternity leave a women is entitled to reinstatement in her original employment position without loss of service credits.

Complaints for violations of this law should be made to the Equal Employment Opportunity Commission.

Child Care and Tax Benefits. You may deduct child care expenses from your income tax provided your income does not exceed \$27,600. If you are married and your joint income is over \$18,000 your deduction is reduced 50¢ for each dollar of additional income. However, for a majority of working mothers child care expenses up to \$400 a month may be deducted for "employment related expenses" including household services. Child care may be deducted for dependents under 15 years of age, and for physically or mentally handicapped dependents (including spouse) if the handicap renders the person incapable of caring for herself/himself.

In order to benefit from this deduction you must file the long income tax form, or, if married, a joint return. Provisions for this deduction are covered in the Revenue Act of 1971 and further details may be obtained from your local Internal Revenue Service Office.

Equal Rights Amendment. Early in 1974, 33 states had passed the Equal Rights Anendment (38 are required for ratification). Essentially, this amendment expresses a culmination of the other recent legislation on equal rights for women and states that

the federal government and all state and local governments shall treat each person, female and male, as an individual. The Amendment applies only to governmental action and does not affect private employer-employee relationships. The Equal Rights Amendment was not written after the other equal rights legislation; it was first introduced to Congress in 1923!

► Questions related to the Equal Rights Amendment have been answered by Chittick (1973), National Chairman of the organization which initiated this Amendment more than forty years ago, in his article in the Women Lawyers Journal, volume 59, Winter 1973. The Citizen's Advisory Council on the Status of Women has published a useful booklet, Interpretation of the Equal Rights Amendment in Accordance with Legislative History, (1974) available from the Council's office, Room 1336 Department of Labor Bldg., Washington, D.C. 20210.

●THE BARRIERS●

■ How Can I Best Combine Marriage, Family and a Career?

Working women everywhere find themselves caught playing two major roles -- homemaker and breadwinner. Many working women feel conflicted and guilty about neglecting their children and/or the home. Some women merely feel depressed and "hassled" by having to do both. Reducing conflict and guilt requires debunking old myths. Feeling less hassled and overworked requires better life planning and enhanced efficiency.

Planning for the dual role can be useful for the working woman, the woman seeking to reenter the world of work or education, and the college and high school student in anticipation of a life which may include both work and marriage.

Dual role planning for a women presents a series of practical problems requiring efficient use of time and resources. Principles of money management and household management can be taught. Women returning to work often do so because they are widowed or divorced -- and they need the money. These women are not returning to work for self-fulfillment, but in order to eat. For them, planning to manage their dual roles efficiently, leaving some time left over for relaxation, is very important. If they have children, they very much need accurate knowledge about child care resources, cooperative solutions to child care, and availability of medical and dental services at other than regular business hours.

- ▶ Alice Skelsey has prepared The Working Mother's Guide to Her Home, Her Family and Herself (New York: Random House, 1970). This is an entertaining and thoughtful book that offers much practical information for the working woman.

Flexible Schedules Make Continuous Careers Easier. More than 12 million women representing approximately 37 percent of the total female workforce now work in part-time positions. Certain types of part-time employment may be considered traditional, for example, sales, private household service and farm labor. However, new part-time work arrangements are being developed in health fields, teaching, secretarial and other fields, particularly where shortages currently exist.

Some alternative styles for part-time work include:

- Paired: Two persons share one full-time job. Each person has equal responsibility for the job, and they may cover for each other if one is ill. Teachers, medical doctors, lawyers and radio and television news announcers are some occupations for which this kind of arrangement has been tried.
- Shared: Two persons divide a job between them; each has responsibility for doing half the work. This option is well-suited to social workers, customer relations officers, or other positions in which there are readily divisible units of activities (clients, cases, etc.).
- Split-level: Some tasks that are part of a given full-time job are assigned to one person, the balance to another person. This is well-suited to administrative positions which also require clerical and secretarial skills. By dividing the work between two persons at different "levels" of skill, an employer can have two employees doing one job at salary levels appropriate to the kind of work actually performed.
- Specialist: A specialist may be employed part-time to perform a particular task. Examples include consultants in various domains, personnel interviewers, foreign language teachers, or editor of a corporation newsletter.

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Work Experience Before Employment. Young girls need a variety of work experiences in addition to other types of exposure to give them a taste of what it is actually like in a variety of jobs.

Part-time work on week-ends and summers offers one means of obtaining work experience. Work study programs in high schools and colleges offer another valid means of providing such experience. A third possibility is obtaining work experience through volunteer work in a variety of settings. Work experience can be obtained by the older woman returning to work on a part-time basis, or through volunteer work as well.

Volunteer Work. Many American communities recently have established volunteer centers or bureaus to serve as a kind of "clearinghouse" for volunteer activities in the local area. These centers are designed to act as links between the volunteer worker and an agency needing help. The volunteer center may provide some of the following services:

- Recruit, interview, and refer volunteers to the agencies which suit their needs, interests, and abilities;
- Provide consultive services to agencies in matters concerning coordinating, training, and retention of volunteer help (many agencies provide training to volunteers);
- Present workshops and educational programs for the community leading to more awareness of the volunteer opportunities in the community.

Volunteer work can sometimes provide a means for a young mother to keep her work related skills from getting rusty, if she plans to return to work when the children are older. But, although professional volunteerism has some benefits, it is not usually suited to satisfying long-range career goals. Volunteers on the job lack policy making and decision-making powers and have less opportunity to shape a job into what they'd like it to be. Too often, they are given odd jobs others don't have time for.

Child Care. Employers are now being encouraged to provide more flexible scheduling for working women to help them take care of their children's and family's needs. For example, working half-time during the years when children are nursery school age, and working six hour days when the children are in elementary school (ages 6-14) is attractive to many women.

Child care facilities and/or allowances have been made available to women in low income families and to welfare mothers through the Work Incentive Program (WIN), since 1967; the Elementary and Secondary Education Act of 1965 and the Economic Opportunity Act of 1964.

- ▶ A useful booklet, Day Care Facts, Pamphlet 16 (1973) is available from the U. S. Department of Labor, Women's Bureau, Washington, D.C. 20210. Industrial day care centers (where child care is available for a fee) are listed in the Women's Bureau Bulletin 296, 1971.

Of 300 university and college campuses recently surveyed, 100 were found to operate day care centers. Typically, fees were subsidized by the state education agency which paid for staff to operate the centers and the facilities.

Some organizations (Polaroid and the Ford Foundation are two examples) provide a child care allowance to employees with small children, leaving mothers free to select their own child care facility. Some labor unions now offer child care for members. The Chicago Regional Joint Board of the Amalgamated Clothing Workers

of America set up a pilot project in 1970 in Chicago, and the United Federation of Teachers in New York City has opened 20 centers to serve both teachers and low income families in the neighborhood of the center.

The need for child care continues to increase as more mothers of small children continue to work. Employers, government, unions and community agencies are working to improve the quality and quantity of day care services available to the working mothers.

Home Care. Many young girls growing up in the 1970's expect to marry and raise a family and only work occasionally, or if they have to. These girls may experience a rude awakening once they have raised their families, and find they have a lot of time on their hands, or when they find themselves divorced or widowed -- and also the responsible breadwinner for their family. Not only are more opportunities available for women to work today, but the need to work for psychological and economic reasons continues to increase.

More women are combining home and career, and such a combination takes more time than the average man spends on his work and home-making chores. Accordingly, a woman today has to plan carefully and efficiently to synchronize both roles.

Efforts to decrease the "burden" imposed on working women by their dual roles are being made in a number of domains:

1. Training of efficient household service employees. Teams of men/women may come into a house for an hour or two and clean intensively; these services are patterned after business office clean-up crews.

2. Dry cleaners, post offices, banks, grocery and department stores, etc., are beginning to offer business hours that permit the working wife to manage her responsibilities are easily.

3. Doctors, educational and health care professionals are beginning to offer services at times more convenient to the working mother.

4. Convenience foods (instant, frozen, etc.) and microwave ovens can cut the time of food preparation, provided the dollars are available to pay for these extras.

5. The federal government permits working mothers to deduct \$400 of monthly child care costs on income tax returns for children under 15 years of age, where the parents do not earn more than \$18,000 annually.

6. Maternity leave without loss of seniority and with full re-employment rights have been guaranteed women workers by Title VII of the Civil Rights Act. In addition, health insurance coverage is guaranteed women for pregnancy costs, proportional to coverage for men for temporary disabilities.

7. More men are beginning to share homemaking responsibilities for marketing, cooking, home repairs and child care.

■ How Can I Best Return to work after Being a Housewife?

My Age and Getting Training. Women who wish to return to work after raising a family, but who do not have a high school or college degree, sometimes may obtain academic credit for what they have learned through experience by taking the General Educational Development (GED) tests for a high school certificate, or the College Level Examination Program Tests (CLEP) developed by the College Entrance Examination Board in 1967, to obtain credit at the college level.

The U. S. Women's Bureau has prepared a brochure, Get Credit For What You Know (Leaflet 56, January, 1974), outlining procedures for taking these exams in various localities across the country, (See address at end of this pamphlet.)

Since the late 1950's, when continuing education programs for women came into existence in a formal sense they have grown in size until today they enroll more than half a million women nationally. These programs exist in vocational and professional schools, community colleges, four year colleges and in universities across the country. The last section of this pamphlet lists sources for additional information.

The purpose of special continuing education programs for women is to help women overcome some of the barriers that make it difficult to resume an education after interruptions for raising a family (or for work). Barriers include: Age discrimination; need for financial aid; availability of child care; lack of self-confidence; need for retraining/refresher courses; need for job placement assistance; problems in transfer of course credits from other institutions; and need for flexible scheduling and part-time study.

My Age and My Chances of Getting Meaningful Employment. The Age Discrimination in Employment Act prohibits employers, employment agencies and labor unions from discriminating against women (or men) between the ages of 40-64 in employment, promotion, firing or any other aspect of work. This law is enforced by the Wage and Hour Division of the U. S. Department of Labor, Washington, D.C. 20210, and complaints should be filed with them.

This law protects women from being discriminated against in hiring because of age. For example, if a woman wishes to enter a craft at age 42, she may, if she is otherwise qualified, even though apprenticeship regulations have previously prohibited her from obtaining such training. Once trained, a woman should expect equal treatment in hiring, based on her competencies, regardless of her age and her sex.

Research on the effect of aging on intelligence indicates that there is no loss in intellectual ability. Some loss may be experienced in speed in tasks requiring memory or physical dexterity and strength. However, many older persons are stronger than some younger persons ever will be. Employment based on ability rather than age and sex is the requirement of the law, therefore, learn your competencies and present these to the employer with confidence!

The Contribution of the Child-Rearing Years to Employability. Women should learn to label properly skills they have developed in home-making and in volunteer work. These experiences can be very useful to them in seeking employment, and should not be viewed as worthless remnants of their "wasted years." Competencies in planning and administering volunteer and family activities qualify as work experiences.

Back in Circulation After Divorce. Divorcees may find themselves faced with the economic necessity of earning a living. Sometimes this need to find employment arise before a woman feels really well

prepared to get the best job she is capable of doing. Special groups have been developed in many communities, centers, churches and university extension centers for helping the newly divorced woman plan to reenter employment. Two useful references are suggested below.

► Back in Circulation by Jean Block (New York: Macmillan, 1969) and The Divorced Mother: A Guide to Readjustment by Carol Mindy (New York: McGraw-Hill, 1970) are helpful resources. The latter gives specific information on legal aspects of divorce.

● SOME BELIEFS AND THE FACTS ABOUT THEM ●

Many attitudes held by girls and women do hinder developing their full potential as persons. Attitudes of parents, husbands, teachers, counselors and employers, to name a few, may also hinder the development of women. "A woman's place is in the home," "Babies need their mothers when they are young," "Women were not intended to compete," "Find a husband and he'll take care of you," and "A woman can experience success through her husband" are a few of the social attitudes and myths that inhibit the full work-related development of many girls and women. These are barriers to work opportunities every bit as much as those we discussed in the foregoing section.

Following is a listing of some of these erroneous beliefs and attitudes--and the facts that counter them.

■ What about the Attitudes of Employers?*

• Belief

Men don't like to work for women supervisors.

• Fact

Most men who complain about women supervisors have never worked for a woman.

In one study where at least three-fourths of both the male and female respondents (all executives) had worked with women managers, their evaluation of women in management was favorable. On the other hand, the study showed a traditional/cultural bias among those who reacted unfavorably to women as managers.

*We are indebted to the U.S. Women's Bureau for these facts on Employer Attitudes.

In another survey in which 41 percent of the reporting firms indicated that they hired women executives, none rated their performance as unsatisfactory; 50 percent rated them adequate; 42 percent rated them the same as their predecessors; and 8 percent rated them better than their predecessors.

• Belief

Women don't want responsibility on the job; they don't want promotions or job changes which add to their load.

• Fact

Relatively few women have been offered positions of responsibility. But when given these opportunities, women, like men, do cope with job responsibilities in addition to personal or family responsibilities. In 1973, 4.7 million women held professional and technical jobs, (41% of all professional and technical) another 1.6 (19% of all managers) million worked as nonfarm managers and administrators. Many others held supervisory jobs at all levels in offices and factories.

• Belief

Women aren't seriously attached to the labor force; they work only for extra pocket money.

• Fact

Of the nearly 34 million women in the labor force in March 1973, nearly half were working because of pressing economic need. They were either single, widowed, divorced, or separated or had husbands whose incomes were very low.

• Belief

Women are out ill more than male workers; they cost the company more.

• Fact

A recent government study showed no real differences in the absentee rate due to illness or injury.

• Belief

Women don't work as long or as regularly as their male coworkers; their training is costly--and largely wasted.

• Fact

Fewer women today leave work for marriage and children. But even among those who do, a majority return when their children are in school. Even with a break in employment, the average woman worker has a worklife expectancy of 25 years as compared with 43 years for the average male worker. The single woman averages 45 years in the labor force.

Studies on labor turnover indicate that net differences for men and women are generally small.

• Belief

Married women take jobs away from men; in fact, they ought to quit those jobs they now hold.

• Fact

There were 19.8 million married women (husbands present in the home) in the labor force in March 1973; the number of unemployed men was 2.5 million. If all the married women stayed home and unemployed men were placed in their jobs, there would be 17.3 million unfilled jobs.

Moreover, most unemployed men don't have the education or the skill to qualify for many of the jobs held by women, such as secretaries, teachers, and nurses.

• Belief

Women should stick to "women's jobs" and shouldn't compete for "men's jobs."

• Fact

Jobs, with extremely rare exceptions, are sexless. Tradition rather than job content has led to labeling certain jobs as women's and others as men's. In measuring 22 inherent aptitudes and knowledge areas, a research laboratory found that there is no sex difference in 14, women excel in 6, and men excel in 2.

■ And of Others Including My Husband?

• Belief

A woman's place is in the home.

• Fact

Homemaking in itself is no longer a full-time job for most people. Goods and services formerly produced in the home are now commercially available; labor-saving devices have lightened or eliminated much work around the home.

Today more than half of all women between 18 and 64 years of age are in the labor force. Studies show that 9 out of 10 girls will work outside the home at some time in their lives.

• Belief

Universally, women are given primary responsibility for ensuring that their children grow up healthy physically and psychologically.

• Fact

International studies do indicate that women are expected to assume primary responsibility for child rearing. However, attitudes of husbands are changing, from expectations that wives will do a majority of the child-rearing tasks, to a view that child rearing tasks are to be shared. The trend to smaller families will make child rearing tasks less time-consuming than formerly. A woman can choose a husband if she wishes who views child rearing as a mutual responsibility -- a husband who will share responsibility when the children are sick, need help with their homework or are in trouble with the law.

• Belief

Working mothers breed delinquent children.

• Fact

Research has found no relationship between working mothers and delinquent children, when factors such as neglect and rejection are controlled. Finding consistent, competent substitute care appears to be more important to a child's psychological health than whether or not a mother works.

■ What about the Attitudes of My Parents?

• Belief

A college education is wasted on girls.

• Fact

The fact is the more education a girl has the more likely she is to work. Ninety-one percent of women doctorates were found working 8 years after earning their degree. Sixty-eight percent of women with university degrees continue to work, whereas only 28% of women with an elementary school education work, and 50% of women who graduate from high school continue working.

• Belief

Universally, women are given primary responsibility for house-cleaning, laundry, grocery shopping and cooking.

• Fact

It is true that women, internationally, spend more time on house-keeping tasks than men, about twice as much even when they work.

However, it is becoming a common sight to see men shopping for groceries and doing the laundry at the laundromat. Other household chores involving cleaning and cooking appear to be shared more by husbands in the age range 20-30 and more highly educated husbands. Husbands have long been accepted as the barbecue cook and bartender when the family entertains. A woman can choose a husband if she wishes who views household tasks as a mutual responsibility -- a husband who will share responsibility for cooking, cleaning and entertaining.

• Belief

Girls are not interested in scientific things.

• Fact

Researchers have found that girls perform as well as boys in math and science up to about age 10; thereafter, their performance becomes increasingly poorer. It is suggested that this effect is due, at least in part, to parents and teachers praising boys for scientific interest and not praising girls. Encouraging girls to take available math and science courses is one way to modify girls' attitudes. Also, rewarding girls for achievements in math and science could help.

Similarly, encouraging girls to take shop and technical subjects such as drafting could help change girls' attitudes about their mechanical abilities and "spatial relations" aptitudes. Coed vocational and technical curriculum should be encouraged also, including home economics and family planning for both boys and girls. Some states require shop and home economic for both girls and boys in elementary school.

In countries such as Russia, 32% of the engineers are women and 20% of the physics and math professors are women. Interest in the biological sciences is demonstrated by the fact that a majority of the doctors in Russia are women.

• Belief

Girls shouldn't be tomboys.

• Fact

Research indicates that girls who score high on femininity tend to be more anxious and less well adjusted than girls who score in the middle range of femininity-masculinity. Other research found that adult men and women who scored in the middle range on masculinity-femininity were also better adjusted, more emotionally stable and less anxious, than adults scoring high for their sex. This research suggests that parents should not set strict masculine and feminine expectations for their children, but rather allow individual interest to shape activities.

■ And My Own Attitudes?

• Belief

If I succeed in a career, I will be less feminine and men will reject me.

• Fact

Having a career does not necessarily lead to failure in marriage or love. Many women doctorates and professionals studied were married and a majority of these found their husbands supportive and encouraging of their career aspirations. Research has found that women were less afraid of career success when they believed that a majority of women were intending to pursue careers in the same field.

• Belief

Women are discriminated against in employment in relation to entry, salary and promotions.

• Fact

Discrimination has been documented, but recent legislation - Title IX; Education Amendments (1972); Equal Employment Opportunity Act

(1972); and the Equal Pay Act (1972)-are powerful tools for correcting such discrimination. Court action in the past two years in favor of women's rights is encouraging and substantial.

• Belief

A girl doesn't have to support herself; her husband or family will support her.

• Fact

More than 10 percent of the adult women were heads of households in 1974, responsible for supporting themselves and their families. Nearly 50% of the women who work, do so because they are widowed, divorced or married to men who earn less than \$3,000 a year. More than ninety percent of all women will work at some time in their lives.

• Belief

Women get their sense of accomplishment vicariously through others; usually their husbands, sons, bosses, etc.

• Fact

Unless women are unusually satisfied with their homemaking achievements, they find themselves experiencing emptiness and lack of achievement. Women returning to work after raising a family are also found to lack self-confidence rather than feel competent because their husbands are successful.

• Belief

Women are naturally "passive dependent", while men are active, independent, initiating and dominant.

• Fact

Research indicates that dominance related to persuasion, task competence and ability to lead others is found equally in men and in women. The role of woman and mother is not biologically more passive and dependent than that of man and father, although this is often the reason given for saying women are meant to be passive dependent.

These are some beliefs that pose real barriers for many women. For example, women married to husbands who believe it is wrong for their wives to work may find it difficult to act against this belief. Beliefs and attitudes change slowly. For the present we would encourage you to examine your beliefs, to look at the facts, and to begin to change those attitudes which prevent you or others from enjoying fully the opportunities of the times.

●TAKING ACTION●

■ How Can I Get Help in Planning My Career?

The task of planning for your career is one of making wise choices from among the array of alternatives around you. Making a good career choice for you requires that you have information about yourself, your interests, values, abilities and skills as well as information about the work opportunities and the training required to obtain entry to these opportunities. When you consider career options you will also want to take a hard look at the possible barriers that may stand in the way of your goal. Looking at the barriers early in career decision-making will give you time to plan how to overcome them, and help you make your career goal a reality.

Making a career choice should be a process in which you provide the major inputs and in which you seek expert advice, rather than leaving the outcome to chance or fate. Counselors have developed procedures to help insure that the career you choose is one you really want and are suited for, rather than one that just happened to come along. Central to career choice is the idea that you are investing yourself, as you have come to know that self, in a career that you believe will satisfy you.

In the paragraphs that follow we suggest some place you might turn to for help in planning your career. We also suggest some useful books and resources. If you have an immediate economic need to find a job you may wish to skip some of the following sections and move directly to the section entitled How Do I Look For a Job?

High Schools. The best place to obtain help with career planning is in the career planning center of your local high school if you are currently in high school. Most high schools today have such a center, since Federal and State funds have been made available for Career Education in the public schools. Many of these centers offer excellent counseling and other resources for the girl who seeks them out.

Colleges and Universities offer career counseling in a variety of forms. For example, you may enroll in a semester long course which meets once a week and obtain in-depth counseling in career planning. Such courses provide guidance in self-assessment, preparing for the job search, resume writing, interview skills, exploration of a variety of career options, planning to overcome obstacles to career goals, and resources for obtaining needed skills. The cost of such a course is typically less than that of seeking individual help from a professional counselor. Working with a group of women who have similar problems can help make this a very rewarding experience. Anyone in the community can enroll in such a course, whether or not she has a high school diploma or intends to further her education.

Courses similar to those offered in college settings on career planning are also offered frequently by extension or continuing education programs in universities, usually at nominal fees. Your choice between community college offerings and university should probably be based on how easy it is for you to get to one or other place to attend class. Both can offer competent help in planning for your career.

If you are a college student, you may enroll in a career planning class for academic credit at the undergraduate level. Not all four-year colleges have such career planning courses, however. If you find yourself at a college that does not offer a course in career planning, you may need to ask college counselors or administrators what on campus career counseling services are available to you there. Or you may prefer to enroll in career planning course elsewhere.

Some college and university career planning centers offer services to non-students for a fee substantially higher (usually more than double) than their students pay. This option gives you individualized attention and permits you to schedule your planning efforts to suit your own needs. If the fee is no concern, you may prefer to obtain individual counselor help with planning.

Community Career Planning Services. Some government agencies, such as employment services and manpower training programs, offer a limited amount of career planning help. However, you should keep in mind when using these services that they are intended primarily as employment placement offices or as skill training programs rather than career planning and development offices.

The YWCA in several cities offers special career counseling services to women, as do B'nai Brith and Business and Professional Women's Clubs. The quality of many of these services is high, and they should be considered if their offices are conveniently located for you.

Private Sources. CATALYST publications offers a Self-Guidance Series including Planning for Work, and Your Job Campaign, available from the publisher at 6 East 82nd St., New York, N.Y. 10028 for \$1.25 each. CATALYST also provides a listing of national resource centers for women (see next section).

The American Personnel and Guidance Association publishes a directory of accredited counseling agencies, available for \$3.00 from the Association at 1607 New Hampshire Ave., N.W., Wash., D.C. 20009. You may find copies of this directory in your local library. All of these information sources may help you find the counseling services you need.

Several professional societies (chemists, engineers, sociologists, lawyers, etc.) offer career planning services to women through their Women's Units. Sixty-seven women's units are listed with their addresses at the end of this booklet.

Knowing Yourself. Career planning requires a careful assessment of yourself as well as an assessment of the realistic opportunities for training and employment. One procedure for this kind of self-assessment has been developed by Milton Hahn in his book Planning Ahead After Forty (Los Angeles: Western Psychological Services, 1964). Planning was developed for adult women and men, and provides a set of self-assessment techniques and inventories which could be used by women, independently, when working with a counselor, or in a group.

Joyce Mitchell's Other Choices For Becoming a Woman (Pittsburgh: Know, Inc., 1974) is a publication helpful for high school girls in

making informed career and life choices. CATALYST's self-guidance publications are also useful in getting to know your interests and skills better.

Regaining Self-Confidence. In the past decade, many college and university campuses have been surprised at the number of women who enroll in courses providing group experiences in career development. Such courses often offer specific assistance in terms of sharpening resume writing or job getting skills, but in addition they offer psychological support for women wishing to return to school (or work) after having been homemakers.

The skills taught in these courses (job getting, self-assessment, resume writing), though valuable, probably would not be themselves generate such a high level of demand. The attraction, often communicated by word of mouth, is partly the experience of working together with other women having similar concerns and needs. These courses often are called "bridging groups" (i.e., providing a means of moving from home to classroom or office) because they provide both skills and the confidence required to reenter the world of work -- seen by many women as a man's world.

Knowing the Job Market. The Women's Bureau, U.S. Department of Labor, has a continuously updated set of publications that can be useful to a woman in keeping informed about emerging job opportunities. They have publications on women in the skilled trades, careers for women in the 70's, and a series, "Why Not be -- an

Apprentice? (Engineer? Medical Technologist? Technical Writer? Urban Planner? Optometrist?)" Most of these publications are available free, or for a nominal fee, from the Women's Bureau. (See last section of this booklet for address).

CATALYST publications has an education opportunities series, and a career opportunities series detailing career paths in 27 fields, many of them nontraditional:

Students at Stanford University also have prepared special publications for women in law, engineering and medicine. These publications are available by writing to the appropriate department of the University in Stanford, California.

The Monthly Labor Review (May, 1974) was entirely devoted to women in the professions, skilled trades, unions and other occupations. Articles were optimistic in tone, and presented opportunities for women in nontraditional fields with statistics to support their argument. This issue is available from the Department of Labor's Regional Offices for \$1.40.

The Occupational Outlook Handbook: 1974-75 Edition, published by the Department of Labor, presents detailed descriptions of more than 800 occupations. This source of information on training, job requirements and employment trends should be turned to after a review of the career information prepared especially for women suggested above. Since the material prepared especially for women is limited at the present time, it will not always be possible to find an occupational description in this literature. In such cases, it is helpful to turn to the Occupational Outlook Handbook.

■ How Can I Get More Education?

At College. Women's studies courses and programs have grown rapidly in the last four years on campuses across the nation. At last count, at least thirty-two campuses offer a major in women's studies. More than 800 courses for women are listed in recent national catalogues.

Apprenticeships in the Crafts. There are numerous opportunities for women today to get subsidized, often free, training in the crafts. Training opportunities for the crafts may be divided into at least three categories: 1) preapprenticeship training in secondary school and community college industrial and trade programs; 2) training programs federally funded through the Manpower Development and Training Act (MDTA); and 3) on-the-job apprenticeship training programs in industry.

Public secondary education preapprenticeship programs nationally are beginning to prepare more women for the skilled trades. Women represented 12 percent of the enrollment in these programs in 1972, nationally. In 1973, 500 or more women were enrolled in training programs for air conditioning appliance repair, auto body and fender repair, auto mechanics, aviation occupations, carpentry, electricity, construction and maintenance, electrical occupations, electronic occupations, metalworking occupations, small engine repair and woodworking.

Continuing Education. The intent of continuing education programs is to provide services to women at reentry, such as academic course work, child care, financial aid, arrangements for part-time study in full-time degree programs, flexible scheduling and credit for courses taken at other institutions. Often, the academic courses offered in such programs are part of the regular college or university curriculum and the continuing education program itself provides the additional services that help make it possible for women to return to school. Sometimes, a continuing education program will offer special courses designed for women preparing for the GED exam to obtain their high school diploma, or providing training in time management and study skills.

General orientation workshops or courses have been developed by various colleges and universities in response to demands from adult women interested in entering or reentering the work force. These courses typically provide guest lectures on careers, information about educational courses and volunteer work, counseling on both a group and an individual basis, and placement assistance.

▶ The U. S. Woman's Bureau has produced a helpful catalogue, Continuing Education Programs and Services for Women, Pamphlet 10, (1971).

A number of courses prepare adult women for employment in semi-skilled occupations, such as assistants or aides. In this category are courses for "gericare aides" and teacher aides, library aides, mental health assistants, nursery school assistants, child care aides, research assistants, and school library aides, social work aides, and teacher aides.

■ How Do I Look For a Job?

Job Search Skills. Several skill training programs have been developed to teach job search skills to mature women. Catalyst teaches interested women how to write a work resume, and also circulates a copy of the resume to employment offices in areas accessible to the prospective employee. (see CATALYST listing in last section of this booklet).

► Other materials developed to help you in your job search are:

R. N. Bolles' What Color is Your Parachute? A Practical Manual for Job-Hunters and Career Changers (Berkeley, Calif.: Ten Speed Press, 1972).

Performance Dynamics, Inc.'s The Professional Job Hunting System: World's Fastest Way to Get a Job (1970).

Burd, Caroline. Everything a woman needs to know to get paid what she's worth (New York: McKay Publishers, 1974). This book offers special pointers for women out of work and looking for another job.

The Job Interview. Many career planning centers provide for practice sessions to learn job interview skills, frequently using video tapes to provide feedback to a woman on her practice behavior.

Creating a Resource Network. Related to job search skills in the skill of establishing a resource network of friends and acquaintances who can serve as a referral source and provide introductions when

needed. This job search resource is often overlooked by women, perhaps because they view it as "using influence" and therefore unfeminine. Helping women's counselors realize the benefit to women of such a resource network can be accomplished at counselor training sessions.

* * * *

We have suggested a variety of means to help you in planning your career; sources of information about work and training; how to know yourself better in order to choose a career wisely; and some specific job search skills to help you find employment. The sources of assistance available to you are many and varied. A reminder is in order. The ultimate choice you make is yours, to live with, to change as need arises, and to grow with.

■ How Can I Get More Information about What Is Discussed in This Booklet?

In this section of the pamphlet, we list some sources of information on women and their careers, some periodicals, some organizations that produce updated material and some publishing houses devoted to women and their interests.

• Newsletters

The Spokeswoman

Editor-Publisher: Susan Davis
5464 South Shore Drive
Chicago, Illinois 60615
(312) 667-3745
Rates: \$7.00 per year for individuals (monthly)
\$12.00 per year for organizations

Women Today

Editor: Barbara Jordan Moore
Publisher: Myra E. Barrar
Today Publications & News Service
National Press Building
Washington, D.C. 20004
(202) 628-6663
U.S. Rates: \$18.00 per year; \$30.00 two years
(Women Today is the only national biweekly news source devoted exclusively to the activities of the women's movement from an unbiased and unsponsored point of view.)
Subscribers to Women Today also receive free a regular report of the Washington Chapter of the Women's Equity Action League (WEAL) which lists the progress of bills before Congress and recent court decisions affecting women.

NOW Acts (national newsletter)

NOW National Headquarters
1952 East 73rd Street, Room 106
Chicago, Illinois 60649
(312) 324-3067
Rates: \$3.00 per year for non-members

Women's Rights Law Reporter

180 University Avenue
Newark, New Jersey 07102
Published quarterly

The Executive Woman

Editor: Shelley Gross
Publisher: Sandra Brown
747 Third Avenue
New York, New York 10017
Rates: \$20.00 per year (10 issues)
A monthly newsletter for women in business.

On Campus with Women, Project on the status of and education of women, Association of American Colleges, 1818 R Street, Washington, D.C. 20009.

Skirting the Capitol, a Newsletter about Legislation and Women, P.O. Box 4569, Sacramento, California 95825. An excellent source for information on who votes which way--and why.

Women's Studies Newsletter--order from The Clearing House on Women's Studies (above).

• Government Organizations Providing Publication about Women

Citizens' Advisory Council on the Status of Women
Washington, D.C. 20210
Appointed by the President (1963), report to President
Director: Jacqueline G. Gutwillig

Women's Bureau, Employment Standards Administration, DOL
Washington, D.C. 20210
Director: Carmen Maymi

Advisory Council on Women's Educational Programs, HEW, 1973
(See Women's Ed. Equity Act, 1974)
Contact: Women's Program Staff
U. S. Office of Education
Washington, D.C. 20201

Advisory Committee on the Economic Role of Women, est. 1973
by the President, reports to the President's Council of
Economic Advisors

• Non-Government Organizations Providing Publication about Women

Project on the Status and Education of Women
Association of American Colleges
Director: Bernice Sandler
1818 R Street, N.W.
Washington, D.C. 20009

Education Commission of the States, Project to Promote Equal
Rights for Women in Education
Funded by Ford Foundation for 147 K
Headquarters: Denver, Colorado
300 Lincoln Tower, 1800 Lincoln Street, 80203
Ex. director: Wendell Pierce
Established, 1965
Chairman: Governor Reubin, O.D.
Askew, Florida

American Council on Education (ACE)
Office of Research est. 1965, Council est. 1918
Washington, D.C. 22036 (One Dupont Circle)

Business & Professional Women's Foundation
Established, 1956
2012 Massachusetts Avenue, N.W.
Washington, D.C. 20036
(Research, training, fellowships, publishing)

National Organization for Women
P.O. Box 114, Cathedral Station,
New York, New York 10025

Resource Center on Sex Roles in Education, of NEA (National
Education Association)
1156 15th Street, N.W., Suite 918
Washington, D.C. 20036

• Publishing Houses with Materials Available on Women

Association of American Colleges, 1818 "R" Street, N.W., Washington,
D.C. 20009. Project on the Status and Education of Women --
Bernice Sandler. Many fine publications, statistics, biblio-
graphies, etc. Write for information.

ERIC Research Currents, The Emergence of Women's Courses in Higher
Education. Publications Department, American Association for
Higher Education, One Du Pont Circle, Suite 780, Washington,
D.C. 20036. Price: \$.15.

KNOW, Inc., P.O. Box 10197, Pittsburgh, Pennsylvania 15232. Send
for lists--lots of good stuff! (Write same organization at
P.O. Box 86031, Pittsburgh, Pennsylvania 15221 for Catalog
on Feminist Children's Books.)

Nonsexist Curricular Materials for Elementary Schools, Ed. by Laurie
Olsen Johnson. Order from The Clearing House on Women's Studies,
The Feminist Press, Box 334, Old Westbury, New York 11568.

The Clearing House on Women's Studies, The Feminist Press, Box 334,
Old Westbury, New York 11568. Excellent source for curricular
materials.

Women's Studies Abstracts, issued quarterly, P.O. Box 1, Rush, New
York 14543. Price: \$7.50.

• Catalyst

A variety of guidance publications are available from this organiza-
tion, located at 6 East 82nd Street, New York, New York 10028, for
approximately \$1.00 each.

•Catalyst National Network of Local Resource Centers•

CALIFORNIA

ADVOCATES FOR WOMEN, INC.
364 Market Street #218
San Francisco, Calif. 94104
(415) 989-5449
Monday-Friday, 9:00 a.m. to 5:00 p.m.
Independent non-profit agency
Career counseling, job referral, placement
No fees

CALIFORNIA STATE UNIVERSITY, LONG BEACH
Continuing Education Center
6101 East Seventh Street, 203 Adm. Annex
Long Beach, Calif. 90840
(213) 438-4001
Monday-Thursday, 8:00 a.m. to 7:00 p.m.
Friday, 8:00 a.m. to 5:00 p.m.
Educational and career counseling, continuing
education courses
Registration fee. Other fees vary

THE CLAREMONT COLLEGES
Special Academic Programs and
Office for Continuing Education
Harper Hall 160
Claremont, Calif. 91711
(714) 626-6511
Monday-Friday, 9:00 a.m. to 5:00 p.m.
College sponsored office
Educational and career counseling, job referral,
continuing education courses
Registration fee

CYPRESS COLLEGE
Career Planning Center
9200 Valley View Street
Cypress, Calif. 90630
(714) 826-2220 Ext. 221
Monday-Friday, 8:00 a.m. to 4:00 p.m.
Monday-Thursday, 6:00 p.m. to 9:00 p.m.
Official college office
Educational and career counseling
No fees

FOOTHILL COLLEGE
Continuing Education for Women
12345 El Monte
Los Angeles, Calif. 94002
(415) 948-8590 Ext. 258
Monday-Friday, 10:00 a.m. to 3:00 p.m.
Official college office
Educational and career counseling, job referral,
continuing education courses
No fees

**MARKET PLACE A MANAGEMENT
SEARCH AGENCY**
1901 Avenue of the Stars
Los Angeles, Calif. 90067
(213) 553-4088
Monday-Saturday, by appointment
Independent private agency
Job placement
Fees vary

NEW WAYS TO WORK
457 Kingsley Avenue
Palo Alto, Calif. 94301
(415) 321-WORK
Monday-Friday, 9:30 a.m. to 2:30 p.m.
Independent non-profit agency
Career counseling, job referral, placement
No fees

**PROGRAM ADVISORY SERVICE,
UCLA EXTENSION**
10995 Le Conte Avenue, Room 215
Los Angeles, Calif. 90024
(213) 825-2401 Ext. 250 or 251
Monday-Friday, 9:00 a.m. to 5:00 p.m.
Monday evening, 6:00 p.m. to 9:00 p.m.
College sponsored office
Educational and career counseling, job referral in-
formation, continuing education courses
No fees

CALIFORNIA (cont.)

RESOURCE CENTER FOR WOMEN
499 Hamilton Ave. Suite 204
Palo Alto, Calif. 94301
(415) 324-1710
Monday-Thursday, 10:00 a.m. to 3:00 p.m.
Independent non-profit agency
Educational and career counseling, adult educa-
tion courses, job referral, placement
Fees vary

UCSD EXTENSION COUNSELING SERVICES
University of California, San Diego
P.O. Box 109
La Jolla, Calif. 92037
(714) 453-2000
Monday-Friday, 8:00 a.m. to 9:00 p.m.
Official college office
Educational and career counseling, continuing
education courses, job referral
No registration fee. Other fees vary

THE WOMEN'S OPPORTUNITIES CENTER
Univ. of California Extension, Irvine
Irvine, Calif. 92664
(714) 833-7128
Monday-Friday, 10:00 a.m. to 4:00 p.m.
College sponsored office
Educational and career counseling, continuing
education courses
No fees

WOMEN'S PLACE, INC.
1901 Avenue of the Stars
Los Angeles, Calif. 90067
(213) 553-0870
Monday-Friday, 9:30 a.m. to 2:30 p.m.
Independent private
Career counseling, workshops, job referral, 5-hour
day
Fees vary

COLORADO

COLORADO STATE UNIVERSITY
Women's Programs
Center for Continuing Education
Ft. Collins, Colorado 80521
(303) 491-5288
Monday-Friday, 8:00 a.m. to 5:00 p.m.
Official college office
Career counseling, continuing education courses
No registration fee. Other fees vary

CONNECTICUT

CONNECTICUT COLLEGE
Career Counseling and Placement
New London, Conn. 06320
(203) 442-5391 Ext. 216
Monday-Friday, 9:00 a.m. to 5:00 p.m.
Official college office
Educational and career counseling, job referral,
placement
No fees

HARTFORD COLLEGE
Counseling Center
50 Elizabeth Street
Hartford, Conn. 06115
(203) 236-5638
Monday-Friday, 8:30 a.m. to 4:30 p.m.
College sponsored office
Educational and career counseling, continuing
education courses, job referral, placement
Registration fee only

CONNECTICUT (cont.)

NEW CONCEPT
111 Sargentuck Avenue
Westport, Conn. 06880
(203) 226-5841
Monday-Friday, 9:30 a.m. to 3:30 p.m.
Independent private agency
Job referral, resume preparation, placement
No registration fee. Other fees vary

UNIVERSITY OF CONNECTICUT
Continuing Education for Women, U-56W
Storrs, Conn. 06268
(203) 486-3441
Monday-Friday, 8:30 a.m. to 4:30 p.m.
Official college office
Educational and career counseling, continuing
education courses
Fees vary

YALE UNIVERSITY WOMEN'S ORGANIZATION
Information and Counseling Service
215 Park Street
New Haven, Conn. 06520
(203) 436-8242
Monday-Wednesday, 10:00 a.m. to 2:00 p.m.
Independent non-profit agency
Educational and career counseling, adult educa-
tion courses, job referral
Registration fee. Other fees vary

YOUNG WOMEN'S CHRISTIAN ASSOCIATION
422 Summer Street
Stamford, Conn. 06901
(203) 348-7727
Monday-Friday, 8:30 a.m. to 10:00 p.m.
Saturday, 9:00 a.m. to 2:00 p.m.
National organization
Educational and career counseling, adult educa-
tion courses
Registration fee

DELAWARE

MCELROY & DOBAN, NC
21150 Concord Pike, Fairfax
Wilmington, Del. 19803
(302) 656-6047
Monday-Friday, 8:15 a.m. to 5:00 p.m.
Independent private agency
Career counseling, job referral, resume prepara-
tion, placement
No registration fee
Placement fee individually negotiated

UNIVERSITY OF DELAWARE
Division of Continuing Education
Clayton Hall
Newark, Del. 19711
(302) 738-2214
Monday-Thursday, 8:30 a.m. to 9:00 p.m.
Friday, 8:30-5:00, Saturday, 9:00-noon
Official college office
Educational and career counseling, continuing
education courses
No registration fee. Other fees vary

DISTRICT OF COLUMBIA

STAFFERS RESEARCH & COUNSELING CENTER
4624 41st Street, N.W.
Washington, D.C. 20016
(202) 362-9344
Monday-Friday, thirty hour week
Independent non-profit agency
Educational and career counseling, job referral
No registration fee. Other fees vary.

GEORGE WASHINGTON UNIVERSITY
Continuing Education for Women
2029 K Street, N.W.
Washington, D.C. 20006
(202) 676-7036
Monday-Friday, 9:00 a.m. to 5:00 p.m.
College sponsored
Educational and career counseling, continuing education courses, job referral
Fees vary.

JOB MARKET, INC.
1816 Jefferson Place, N.W.
Washington, D.C. 20036
(202) 785-4155
Monday-Friday, 9:00 a.m. to 5:30 p.m.
Independent private agency
Job placement
No registration fee
Employer pays placement fee

FLORIDA

COUNCIL FOR CONTINUING EDUCATION FOR WOMEN OF CENTRAL FLORIDA, INC.
1 West Church Street, Third Floor
Orlando, Florida 32801
(305) 423-4813
Monday-Friday, 9:00 a.m. to 12:30 p.m.
Independent non-profit agency
Educational and career counseling, adult education courses
No fees

THE GREATER MIAMI COUNCIL FOR THE CONTINUING EDUCATION OF WOMEN
Miami-Dade Community College
300 N.E. Second Avenue
Miami, Florida 33132
(305) 577-6340
Monday-Friday, 8:30 a.m. to 5:00 p.m.
College sponsored office
Educational and career counseling, limited job referral, continuing education courses
No registration fee. Other fees vary.

ILLINOIS

APPLIED POTENTIAL
Box 19
Highland Park, Ill. 60035
(312) 432-0620
Monday-Friday, 9:00 a.m. to 5:00 p.m.
Non-profit educational corporation
Professional counselors
Educational, career and personal counseling
No registration fee. Other fees vary.

HARPER COLLEGE COMMUNITY COUNSELING CENTER
Palatine, Illinois 60067
(312) 359-4200
Monday-Thursday, 8:30 a.m. to 4:30 p.m.
Friday, 8:30 a.m. to 4:30 p.m.
College sponsored office
Educational and career counseling
No registration fee. Other fees

ILLINOIS (cont.)

MORAIN VALLEY COMMUNITY COLLEGE
Adult Career Resources Center
10900 South 88th Avenue
Palos Hills, Ill. 60465
(312) 974-4300
Monday-Friday, 9:00 a.m. to 9:00 p.m.
Official college office
Educational and career counseling
No registration fee

PHILLIPS RESEARCH FOUNDATION
126 North Wright
Naperville, Ill. 60540
(312) 357-3190
Monday-Friday, 9:00 a.m. to 5:00 p.m.
Foundation sponsored, independent office
Educational and career counseling, adult education courses
Registration fee. Other fees vary.

SOUTHERN ILLINOIS UNIVERSITY
General Studies Division
Office of Continuing Education
Edwardsville, Ill. 62025
(618) 692-2242
Monday-Friday, 8:00 a.m. to 5:00 p.m.
Official college office
Educational and career counseling, continuing education courses
No fees.

UNIVERSITY OF ILLINOIS, URBANA-CHAMPAIGN
Student Personnel Office for Married Students and Continuing Education for Women
610 East John Street
Champaign, Ill. 61820
(217) 333-3137
Monday-Friday, 8:00 a.m. to 5:00 p.m.
Official college office
Educational and career counseling
No fees.

WOMEN'S INK
2051 Ogden Avenue
Downers Grove, Ill. 60515
(312) 969-2090
Monday-Saturday, 9:00 a.m. to 9:00 p.m.
Independent private agency
Educational and career counseling, job referral and placement
No registration fee. Other fees vary.

INDIANA

INDIANA UNIVERSITY
Continuing Education for Women
Owen Hall
Bloomington, Indiana 47401
(317) 337-1684
Monday-Friday, 8:00 a.m. to 5:00 p.m.
Official college office
Educational and career counseling, continuing education courses
Fees vary.

UNIVERSITY CENTER FOR WOMEN
Purdue University
2101 Coliseum Blvd. East
Fort Wayne, Indiana 46805
(219) 482-5121
Monday-Friday, 8:00 a.m. to 12:00 noon
College sponsored office
Educational and career counseling, continuing education courses, job referral
Fees vary.

IOWA

DRAKE UNIVERSITY
Women's Programs
Center for Continuing Education
Des Moines, Iowa 50311
(515) 271-2183
Monday-Friday, 8:00 a.m. to 5:00 p.m.
Official college office
Educational and career counseling, continuing education courses
No fee for individual counseling
Fee for group sessions

UNIVERSITY COUNSELING SERVICE
Iowa Memorial Union
University of Iowa
Iowa City, Iowa 52242
(319) 353-4484
Monday-Friday, 8:00 a.m. to 5:00 p.m.
College sponsored office
Educational, vocational and personal counseling
Fees vary for non-students

KANSAS

UNIVERSITY OF KANSAS
Student Services
Extramural Independent Study Center
Division of Continuing Education
Lawrence, Kansas 66044
(913) 864-4792
Monday-Friday, 8:00 a.m. to 12:00 noon
1:00 p.m. to 5:00 p.m.
College sponsored
Educational and career counseling, continuing education (independent study, classes)
No registration fee. Other fees vary.

MASSACHUSETTS

BOSTON PROJECT FOR CAREERS
83 Prospect Street
West Newton, Mass. 02165
(617) 969-2339
Four days, 9:00 a.m. to 4:00 p.m.
Independent non-profit agency
Educational and career counseling, job referral, placement
Registration fee only

CIVIC CENTER AND CLEARING HOUSE, INC.
14 Beacon Street
Boston, Mass. 02108
(617) 227-1762
Monday-Friday, 9:30 a.m. to 4:30 p.m.
Independent non-profit agency
Educational and career counseling, job referral
No fee for volunteer placement
\$10.00 fee for consultation of the Career and Vocational Advisory Service

SMITH COLLEGE
Vocational Office
Pierce Hall
Northampton, Mass. 01060
(413) 584-2700
Monday-Friday, 8:30 a.m. to 4:30 p.m.
Official college office. Restricted to alumnae.
Educational and career counseling, job referral and placement
No fees.

MASSACHUSETTS (cont.)

WOMEN'S EDUCATIONAL

& OCCUPATIONAL UNION

Center for Women

104 Bay View Street

Dorchester, Mass. 02116

(617) 536-5451

Monday-Friday, 9:00 a.m. to 5:00 p.m.

Independent non-profit agency

Career counseling, job referral and placement

No registration fee. Placement fees vary.

WOMEN'S OPPORTUNITY RESEARCH CENTER

Midderex Community College

Division of Continuing Education

Spring Road

Dorchester, Mass. 01730

(617) 275-1593

Monday-Friday, 9:00 a.m. to 2:00 p.m.

College sponsored office

Educational and career counseling, continuing

education courses

Fees vary.

MICHIGAN

MICHIGAN TECHNOLOGICAL UNIVERSITY

Center for Continuing Education for Women

East Lansing, Mich. 48824

(517) 487-2270

Monday-Friday, 8:00 a.m. to 5:00 p.m.

Official college office

Educational and career counseling, continuing

education courses

No registration fee. Other fees vary.

MONTCAUL COMMUNITY COLLEGE

Area Guidance Center

3000 E. Michigan 48855

(517) 328-2111

Monday-Friday, 8:00 a.m. to 5:00 p.m.

Evenings by appointment

College sponsored office

Educational and career counseling

No fees

OAKLAND UNIVERSITY

Continuing Center

Rochester, Michigan 48063

(313) 377-3033

Monday-Friday, 8:00 a.m. to 5:00 p.m.

College sponsored

Personal educational and career counseling, continuing

education courses

Fees vary.

WESTERN MICHIGAN UNIVERSITY

Continuing Education for Women

Kalamazoo, Mich. 49001

(616) 383-1860

Monday-Friday, 8:00 a.m. to 12 noon

Official college office

Educational and career counseling, continuing

education courses

Fees vary.

MINNESOTA

MINNESOTA WOMEN'S CENTER

University of Minnesota

101 Water Library

Minneapolis, Minnesota 55455

(612) 373-3850

Monday-Friday, 7:45 a.m. to 4:30 p.m.

Official college office

Educational and career counseling, continuing

education courses

No fees.

MISSOURI

UNIVERSITY OF MISSOURI, ST. LOUIS

External Division - Women's Programs

8081 Natural Bridge Road

St. Louis, Missouri 63121

(314) 453-5961

Monday-Friday, 8:00 a.m. to 5:00 p.m.

Official college office

Educational and career counseling, adult educa-

tional courses, limited job referral

No registration fee. Other fees vary.

WASHINGTON UNIVERSITY

Continuing Education for Women

Box 1099

St. Louis, Missouri 63130

(314) 863-0100, ext. 4261

Monday-Friday, 8:30 a.m. to 5:00 p.m.

Official college office

Educational and career counseling, continuing

education courses

Fees vary.

THE WOMEN'S RESOURCE SERVICE

University of Missouri, Kansas City

1020 East 63rd Street

Kansas City, Missouri 64110

(816) 276-1472

Tuesday-Thursday, 10:00 a.m. to 2:00 p.m.

Official college office

Educational and career counseling, job referral,

continuing education courses

No fees.

NEW JERSEY

BERGEN COMMUNITY COLLEGE

Community Counseling Service

295 Main Street

Hackensack, N.J. 07601

(201) 447-1500

Monday-Friday, 9:00 a.m. to 9:00 p.m.

College sponsored office

Educational and career counseling, adult educa-

tional courses

No fees.

DOUGLASS COLLEGE

Women's Center

Cathedral

New Brunswick, N.J. 08903

(201) 247-1766 Ext. 1603

Monday-Friday, 9:00 a.m. to 12 noon

1:00 p.m. to 4:00 p.m.

Educational and career counseling, continuing

education courses

No fees.

EDUCATIONAL & VOCATIONAL

COUNSELING SERVICE

17 Mountainview Road

Manalapan, N.J. 07041

(201) 976-5226

Monday, 9:00 a.m. to 5:00 p.m.

Other days by appointment

Independent private agency

Educational and career counseling

No registration fee. Counseling fee.

EVE

Kean College of New Jersey

Union, N.J. 07083

(201) 627-2210

Monday-Friday, 8:30 a.m. to 4:30 p.m.

College sponsored

Educational and career counseling, job referral

No registration fee. Other fees vary.

JEWISH VOCATIONAL SERVICE

454 Williams Street

East Orange, N.J. 07017

(212) 674-6330

Five days, thirty-seven hours

Independent, non-profit office

Educational and career counseling, job referral and

placement

Fees vary.

NEW JERSEY (cont.)

THE PROFESSIONAL ROSTER

83 Prospect Avenue

Princeton, N.J. 08540

(609) 921-9561

Monday-Friday, 10:00 a.m. to 12:30 p.m.

Independent, non-profit organization

Educational and career counseling, job referral

No fees.

NEW YORK

BARNARD COLLEGE

Placement and Career Planning Office

606 West 120th Street

New York, N.Y. 10027

(212) 280-2033

Monday-Friday, 9:00 a.m. to 5:00 p.m.

Official college office. Restricted to alumnae.

Career counseling, job referral, placement.

Registration fee.

FEDERATION EMPLOYMENT

& GUIDANCE SERVICE

215 Park Avenue South

New York, N.Y. 10003

(212) 777-4900

Monday-Friday, 8:30 a.m. to 4:30 p.m.

Independent non-profit agency

Educational and career counseling, adult educa-

tional courses, job referral, placement

No registration fee. Other fees vary.

HOFSTRA UNIVERSITY

Institute for Community Education

Hempstead, N.Y. 11550

(516) 560-3511

Monday-Thursday, 9:00 a.m. to 8:30 p.m.

Official college office

Educational and career counseling, continuing

education courses

Fees vary.

HUMAN RELATIONS WORK-STUDY CENTER

New School for Social Research

66 West 12th Street

New York, New York 10011

(212) 675-2700, Ext. 348-9

Monday-Friday, 9:00 a.m. to 5:00 p.m.

Official college office

educational counseling, continuing education

courses

Fees vary.

HUNTER COLLEGE

Career Counseling and Placement

Room 1601, E. 7th Park Avenue

New York, N.Y. 10022

(212) 360-2874

Monday-Friday, 9:00 a.m. to 5:00 p.m.

Official college office. Restricted to alumnae.

Career counseling, job referral, placement

No fees.

MERCY COLLEGE

Career Counseling & Placement Office

555 Broadway

Dobbs Ferry, N.Y. 10522

(914) 693-4500

Monday-Friday, 9:00 a.m. to 5:00 p.m.

Official college office

Career counseling, job referral

No fees.

NEW DIRECTIONS DIVISION

Pace University

Bedford Rd. Pleasantville, N.Y. 10570

(914) 269-3200 Ext. 211

Pace College Plaza, N.Y.C. 10036

(212) 285-3000, Ext. 3688

Monday-Friday, 9:00 a.m. to 5:00 p.m.

College sponsored offices

Educational counseling

No fees.

NEW YORK (cont.)

OPTIONS: CAREER WORKSHOPS FOR WOMEN

Janice LaRouche, Founder
133 Central Park West
New York, N.Y. 10025
(212) MO 3-0970
Monday-Saturday, 9:00 a.m. to 6:00 p.m.
Independent private agency
Career counseling
No registration fee. Other fees vary.

ORANGE COUNTY COMMUNITY COLLEGE

Woman's Program
Office of Community Services
115 South Street
Middletown, N.Y. 10940
(914) 343-3311
Monday-Friday, 9:00 a.m. to 5:00 p.m.
Official college office
Educational counseling, continuing education
courses
Fees vary.

PROFESSIONAL SKILLS ROSTER

410 College Avenue
Ithaca, New York 14850
(607) 256-3758
Monday-Friday, 9:30 a.m. to 12:30 p.m.
Independent non-profit agency
Job referral, limited educational and career counseling
No fees. Suggested donation.

SYRACUSE UNIVERSITY/UNIVERSITY COLLEGE

Women's Center for Continuing Education
610 East Fayette Street
Syracuse, N.Y. 13202
(315) 423-3294
Monday-Friday, 9:00 a.m. to 5:00 p.m.
College sponsored office
Educational and career counseling, continuing
education courses
No fees.

VASSAR COLLEGE

Office of Career Planning
Poughkeepsie, N.Y. 12601
(914) 452-7000
Monday-Friday, 8:30 a.m. to 5:00 p.m.
Official college office. Restricted to alumnae.
Educational and career counseling, job referral,
placement
No fees.

NORTH CAROLINA

DUKE UNIVERSITY

Center for Career Development and
Continuing Education
Durham, N.C. 27708
(919) 684-6259
Monday-Friday, 8:30 a.m. to 5:00 p.m.
Official college office
Educational and career counseling, continuing
education courses
No registration fee. Other fees vary.

SALEM COLLEGE

Lifespan Counseling Center for Women
Lefman Hall, Box 10548, Salem Station
Winston-Salem, N.C. 27108
(919) 723-7961
Monday-Friday, 8:30 a.m. to 4:30 p.m.
College sponsored office
Educational and career counseling, adult educa-
tion courses, limited job referral
No registration fee. Other fees vary.

OHIO

CLEVELAND JEWISH VOCATIONAL SERVICE

13878 Cedar Road
University Heights, Ohio 44118
(216) 321-1381
Monday-Friday, 9:00 a.m. to 5:30 p.m.
Thursday, 9:00 a.m. to 6:40 p.m.
Independent non-profit agency
Educational and career counseling, job referral,
placement
No registration fee. Other fees vary.

PROJECT EVE

Cuyahoga Community College
2900 Community College Avenue
Cleveland, Ohio 44115
(216) 241-5966
Monday-Friday, 9:00 a.m. to 5:00 p.m.
Community service. College sponsored office.
Individual educational and career counseling, no
fee. Group series and programs, fees vary.

UNIVERSITY OF AKRON

1) Office of Student Services
Akron, Ohio 44325
(216) 375-7425
Monday-Friday, 8:00 a.m. to 5:00 p.m.
2) Evening College
Akron, Ohio 44325
(216) 375-7791
Monday-Thursday, 8:00 a.m. to 9:00 p.m.
Friday, 8:00 a.m. to 5:00 p.m.
Saturday, 8:00 a.m. to 1:00 p.m.
Educational and career counseling, adult educa-
tion courses, job referral, placement.
No registration fee.

OREGON

WOMEN'S PROGRAMS, DIVISION OF
CONTINUING EDUCATION

Oregon State System of Higher Education
1633 S.W. Park Avenue
(mail) Box 1491
Portland, Oregon 97207
(503) 229-4849
Monday-Friday, 8:30 a.m. to 4:30 p.m.
Official college office
Educational and career counseling, continuing
education courses
No registration fee. Other fees vary.

PENNSYLVANIA

BRYN MAWR COLLEGE

Office of Career Planning & Placement
Bryn Mawr, Pa. 19010
(215) LA 5-1000, Ext. 397
Monday-Friday, 9:00 a.m. to 5:00 p.m.
Official college office
Educational and career counseling,
job referral and placement
No fees.

CEDAR CREST COLLEGE

Career Planning Office
Allentown, Pa. 18104
(215) 437-4471
Monday-Friday, 8:30 a.m. to 4:30 p.m.
Official college office
Educational and career counseling, continuing
education courses, job referral and placement.
No fees.

PENNSYLVANIA (cont.)

INSTITUTE OF AWARENESS

401 South Broad Street
Philadelphia, Pa. 19147
(215) KI 5-4400
Monday-Friday, 9:00 a.m. to 5:00 p.m.
Independent non-profit agency
Educational and career counseling, adult educa-
tion courses, special workshops, training pro-
grams
Fees vary.

JOB ADVISORY SERVICE

Chatham College
Pittsburgh, Pa. 15232
(412) 441-8200, Ext. 256
Mon. Tues. Thurs. 10:00 a.m. to 2:00 p.m.
Independent non-profit office
Job referral.
No fees.

OPTIONS FOR WOMEN

8419 Germantown Avenue
Philadelphia, Pa. 19118
(215) CH 2-4955
Monday-Friday, 9:30 a.m. to 3:00 p.m.
Independent non-profit agency
Educational and career counseling, adult educa-
tion courses, job placement
No registration fee. Other fees vary.

ROBERT MORRIS COLLEGE

Department of Continuing Education
610 Fifth Avenue
Pittsburgh, Pa. 15219
(412) 471-2920
Monday-Friday, 9:00 a.m. to 5:00 p.m.
Official college office
Educational counseling, continuing education
courses
Fees vary.

SWARTHMORE COLLEGE

Office of Career Counseling & Placement
Swarthmore, Pa. 19081
(215) KI 4-7900
Monday-Thursday, 9:30 a.m. to 3:00 p.m.
Official college office. Restricted to alumnae.
Educational and career counseling, job referral,
placement
No fees.

TEMPLE UNIVERSITY

Career Services/Continuing Education for Women
Philadelphia, Pa. 19122
Monday-Friday, 8:30 a.m. to 4:30 p.m.
College sponsored offices
(215) 787-7981 - Career services
Career counseling and job referral.
No counseling fee. \$10.00 per year
for employment referral.
(215) 787-7602 - Continuing Education
Educational counseling, continuing
education courses
No registration fee.

VILLA MARIA COLLEGE

Career Counseling Center For Adult Women
2551 West Lake Road
Erie, Pa. 16505
(814) 838-1966
Monday-Friday, 9:00 a.m. to 4:00 p.m.
Official college office
Educational and career counseling, job referral,
placement, adult education courses.
No fees.

TEXAS

THE UNIVERSITY OF TEXAS AT AUSTIN
Continuing Education of Women and Men
Office of the Dean of Students
Austin, Texas 78712
(512) 471-1201
Monday-Friday, 8:00 a.m. to 5:00 p.m.
College sponsored office
Educational and career counseling
No fees

WOMEN FOR CHANGE CENTER
2001 Bryan Tower, Suite 290
Dallas, Texas 75201
(214) 741-2391
Monday-Friday, 9:30 a.m. to 3:30 p.m.
Independent non-profit agency
Educational and career counseling, adult education courses, job referral
Fees vary

VIRGINIA

MARY BALDWIN COLLEGE
Career & Personal Counseling Center
Staunton, Virginia 24401
(703) 885-0811, Ext. 323 or 294
Monday-Friday, 9:00 a.m. to 1:00 p.m.
2:00 p.m. to 5:00 p.m.
College affiliated office
Educational and career counseling
Fees vary

UNIVERSITY OF VIRGINIA
Office of Career Planning & Placement
5 Minor Hall
Charlottesville, Va. 22903
(703) 924-3378
Monday-Friday, 8:00 a.m. to 5:00 p.m.
Official college office
Educational and career counseling, limited job referral and placement
No fees

WASHINGTON

INDIVIDUAL DEVELOPMENT CENTER, INC.
(I.D. CENTER)
310 15th East
Seattle, Washington 98112
(206) 329-0600
Monday-Friday, 9:00 a.m. to 4:00 p.m.
Independent private agency
Life planning, career counseling, adult education courses, job referral
No registration fee. Other fees vary.

UNIVERSITY OF WASHINGTON
Women's Guidance Center
1209 N.E. 41st
Seattle, Washington 98195
(206) 543-2100
Monday-Friday, 8:00 a.m. to 5:00 p.m.
Official college office
Educational and career counseling, adult education courses, limited job referral
Registration fee. Other fees vary.

WISCONSIN

PART-TIME PROFESSIONALS
Office of Adult Education
University of Wisconsin
Green Bay, Wisconsin 54302
(414) 465-2102
Monday-Friday, 8:00 a.m. to 5:00 p.m.
College and community sponsored
Educational and career counseling, adult education courses, job referral, placement
Fees vary

WYOMING

UNIVERSITY OF WYOMING
Placement Service
P.O. Box 3195, University Station
Laramie, Wyoming 82071
(307) 766-2398
Monday-Friday, 8:00 a.m. to 5:00 p.m.
Official college office, restricted to students and alumnae
Educational and career counseling, job referral
No fees.

•Women's Units in 67 Organizations•

- Academy of Management**
Committee on the Status of Women in the Management Profession
Chair: Kathryn M. Bartol
Dept. of Mgt., School of Business Admin., U. of Massachusetts, Amherst, Mass. 01002
- Adult Education Association**
Commission on the Status of Women in Adult Education
Chair: Yvonne Rappaport, Consortium Bldg., George Mason U., Fairfax, Va. 22030
- American Academy of Religion • Task Force on the Status of Women—The Academic Study of Religion**
Co-Chairs: Mary K. Wakeman, Dept. of Religious Studies, Univ. of N.C. Greensboro, NC 27412; Margaret M. Early, Dept. of Religious Studies, Alverno College, Milwaukee, WI 53215
- American Anthropological Association •**
Committee on the Status of Women in Anthropology
Co-Chairs: Carol Vance, Dept. of Anthropology, Columbia U., New York 10027; Lucie W. Saunders, Dept. of Anthropology, Lehman College, Bronx, N.Y. 10467
- American Association for the Advancement of Science**
Women's Caucus of the A.A.S.
Chair: Virginia Walbot, Dept. of Biochemistry, U. of Georgia, Athens, Ga. 30601
- American Association for Health & Physical Education**
Committee on Women
Chair: Iona G. Shaddock, Drake U., Des Moines, Iowa 50311
- American Association of Immunologists •**
Committee on the Status of Women
Chair: Helene C. Rauch, Dept. of Medical Microbiology, Stanford U., School of Medicine, Stanford, Cal. 94305
- American Association of University Professors**
Committee on the Status of Women in the Profession
Chair: Mary Gray, Dept. of Mathematics, American University, Wash., DC 20016.
Contact: Margaret Rumbarger, Associate Secretary, A.A.U.P., One Dupont Circle, Washington 20036
- American Astronomical Society**
Working Group on the Status of Women in Astronomy
Chair: Anne P. Cowley
Research Associate, Astronomy Dept., U. of Michigan, Ann Arbor, Mich. 48103
- American Chemical Society**
Women Chemists Committee
Chair: Susan Collier, Research Lab. Eastm., Kodak Co., Rochester, N.Y. 14650
- American College Personnel Association**
Women's Task Force
Chair: Mary Howard, Federal City College, 425 Second Street, NW, Washington 20001
- American Physiological Association**
Task Force on Women in Physiology
Chair: Elizabeth Tidball, Dept. of Physiology, George Washington U. Medical Center, 2300 Eye St., NW, Washington 20037
- American Political Science Association •**
Committee on the Status of Women in the Profession
Chair: Carole Parsons, 2400 Virginia Ave., NW, #1102, Washington 20037
- Women's Caucus for Political Science**
Chair: JoAnne Avel, Calif. State, San Francisco, CA 94132
Permanent address of caucus: Mount Vernon College, 2100 Foxhall Rd., NW, Washington 20007
- American Psychological Association**
Ad Hoc Committee on Women in Psychology
Chair: Martha Mednick, Dept. of Psychology, Howard U., Washington 20001
Staff Liaison: Brenda Gurel, A.P.A., 1200 17th St., NW, Washington 20036
- American Public Health Association**
Women's Caucus
Correspondent: Mary Plaska, A.P.H.A. Women's Caucus, 1015-16th St., N.W., Washington 20036
- American Society of Biological Chemists**
Subcommittee on the Status of Women
Chair: Loreta Leive, Bldg. 4, Rm. 111, National Institutes of Health, Bethesda Md 20014
- American Society for Microbiology •**
Committee on the Status of Women Microbiologists
Chair: Mary L. Robbins, School of Medicine and Health Sciences, George Wash. U., 2300 Eye St., NW, Washington 20037
- American Society for Public Administration**
Standing Committee on Women in Public Administration
Chair: Ms. June Martin, Rm. 830, State Leg. Bldg., Albany, NY 12224
- American Society for Training and Development**
Women's Caucus
Steering Committee: Shirley McCune, Center for Human Relations, N.E.A., 1201-16th St., NW, Washington 20036; Althea Simmons, Director of Training, N.A.A.C.P., 200 E. 27th St., New York 10016
- American Sociological Association**
Ad Hoc Committee on the Status of Women in Sociology
Chair: Cora B. Marrett, Dr. of Sociology, Western Michigan U., Ypsilanti, Mich. 49001
Sociologists for Women in Society (Independent group, formerly a caucus)
Chair: Joan Huber, Dept. of Sociology, U. of Illinois, Urbana, Ill. 61801
- College Music Society**
Women's Caucus
Co-Chairs: Carolyn Raney, Peabody Conservatory of Music, Baltimore, Md 21202; Adrienne F. Block, Dept. of Performing & Creative Arts, Staten Island Community College, N.Y. 10301
- Graduate Women in Science (Sigma Delta Epsilon)**
President: Hope Hopps, 1762 Overlook Dr., Silver Spring, Md. 20903
- Latin American Studies Association**
Women's Coalition of Latin Americanists
Co-Chair: Elsa M. Chaney, Dept. of Pol. Sci., Fordham U., Bronx, N.Y. 10458; Asuncion Lavrin, 8501 Manchester Rd., Silver Spring, Md. 20901
- Women's Committee**
Chair: Nancie L. Gonzalez, Dept. of Anthropology, Boston U., Boston 02215
- Linguistic Society of America**
Women's Caucus
Correspondents: Lynette Hirschman, Georgetown Loup, 162 W. Hansberry, Philadelphia 19144
- Modern Language Association •**
Commission on the Status of Women in the Profession
Chair: Dr. Elaine Reuben, 364 Bascom Hall, U. of Wisc., Madison 53706
- Women's Caucus**
President: Dolores B. Schmidt, R.D. 3, Slippery Rock, Pa. 16057
- National Association of Bank Women •**
Asst. Exec. Dir.: Sharon Pierce
N.A.B.W., 111 E. Wacker Dr., Chicago 60601
- National Association of Student Personnel Administrators**
Task Force on Women
Chair: E. Susan Petering, Asst. Dean of Students, Framingham State College, Framingham, Mass. 01701
- National Association for Women Deans, Administrators, and Counselors**
Executive Director: Joan McCall, 1028 Connecticut Ave., NW, Washington 20036
- National Council for the Social Studies**
Committee on Social Injustice for Women
Chair: Dell Felder, U. of Houston, Houston 77004
- National Council of Administrative Women in Education**
President: Fern Ritter, 1815 Fort Myer Dr., N., Arlington, Va. 22209
- National Council on Family Relations**
Task Force on Women's Rights and Responsibilities
Chair: Rose Somerville, Sociology Dept., California State College, San Diego, Cal. 92115

American Educational Research Association
 Women's Caucus
 Chair: Noelle Krenkel, Researcher, San Francisco Unified School District, 135 Van Ness, San Francisco, Cal. 94102

American Federation of Teachers
 Women's Rights Committee
 Chair: Marjorie Stern, 1012-14th Street, NW Washington 20004

American Historical Association
 Committee on Women Historians
 Chair: Jane deH. Matthews
 U. of North Carolina, Greensboro, N.C. 27412
 Staff Liaison: Eleanor Straub, 400 A Street, SE, Washington 20003

Coordinating Committee on Women in the Historical Profession
 Chair: Sandi Cooper, Richmond College, C.U.N.Y., Staten Island, N.Y. 10301

American Institute of Planners
 Women's Rights Committee
 Chair: Diana C. Donald, 1776 Mass. Ave., NW, Washington 20036

American Library Association
 Social Responsibilities Round Table
 Task Force on the Status of Women
 Chair: Lynne Rhodes
 4004 Whitman North, Seattle, Wash. 98103

American Mathematical Society
 Association for Women in Mathematics (Independent Group)
 Chair: Mary Gray, Dept. of Mathematics, American University, Washington 20016

American Personnel and Guidance Association
 Women's Caucus
 Correspondent: Beverly B. Clark, 10649 Weymouth St., Bethesda, Md. 20014

American Philological Association
 Women's Caucus
 Chair: Sarah B. Pomeroy, Hunter College, Box 1264, 695 Park Avenue, New York 10021

Committee on the Status of Women
 Chair: Mary R. Lefkowitz, Dept. of Greek & Latin, Wellesley College, Wellesley, Mass. 02181

American Philosophical Association
 Women's Caucus
 Chair: Mary Mothersill, Dept. of Philosophy, Barnard College, New York 10027

Society for Women in Philosophy (Independent Group)
 Chair: Hannah Hardgrave, Dept. of Philosophy, Western Illinois U., Macomb, Ill. 61455

American Physical Society
 Committee on Women in Physics
 Chair: Esther Conwell, Physics Research Lab., Xerox Sq. W-114, Rochester, N.Y. 14644

American Speech and Hearing Association
 Subcommittee on the Status of Women
 Chair: Dorothy K. Marge, 8011 Longbrook Rd., Springfield, Va. 22152

American Statistical Association
 Caucus for Women in Statistics
 Chair: Donna Brogan, Dept. of Statistics, Georgia Institute of Technology, Atlanta, Ga. 30322
 Committee on Women in Statistics
 Chair: Jean D. Gibbons, College of Commerce and Business Administration, U. of Alabama, University, Ala. 35486

American Studies Association
 Committee on Women
 National Coordinator: Joanna S. Zangrando, 501 Mineola Ave., Akron, Ohio 44320

Association of American Geographers
 Committee on Women in Geography
 Chair: Ann Larrimore, Dept. of Geography, U. of Michigan, Ann Arbor, Mich. 48104

Association of American Law Schools
 Committee on Women in the Legal Profession
 Presiding Members: Ruth B. Ginsburg, Columbia Law School, 435 West 116th St., New York 10027; Shirley R. Byers, U. of Connecticut School of Law, 1280 Asylum Ave., West Hartford, Conn. 06105

Association of Asian Studies
 Committee on the Status of Women
 Chair: Joyce K. Kallgren, Center for Chinese Studies, 2168 Shattuck Ave., Berkeley, Cal. 94705

Association of Women in Architecture
 President: Dorothy G. Harrison, 2115 Pine Crest Dr., Altadena, Cal. 91001

Association for Women in Psychology
 Public Relations Editor: Leigh Marlowe, Manhattan Community College, 180 West End Ave., New York 10023

Correspondent: Dorothy Camara, 70012 Western Ave., Chevy Chase, Md. 10023
 Liaison: Dolores Muehich, 516 S. University Ave., Carbondale, Ill. 62901

Association of Women in Science (Independent group)
 President: Estelle Ramey, 1818 R St., NW, Washington 20009

Biophysical Society
 Professional Opportunities for Women of the Biophysical Society—Caucus of Women Biophysicists
 Chair: Daphne Hare, School of Medicine, S.U.N.Y. Buffalo, N.Y. 14215

Church Employed Women
 Contact: Mildred G. Lehr, The Westminster Press, 900 Witherspoon Bldg., Philadelphia 19107

College Art Association
 Commission on the Status of Women in Art and Women's Caucus
 Chair: Ann Harris, 560 Riverside Dr. #17P, New York 10027

Federation of Organizations for Professional Women
 1346 Conn. Ave. NW, Suite 1122
 Washington, D.C. 20036

National Council of Teachers of English
 Women's Committee
 Chair: Janet Emig, Dept. of English, Rutgers University, New Brunswick, N.J. 08903

National Education Association
 Women's Caucus
 Chair: Helen Bain, N.E.A., 1201-16th St., NW Washington 20036

National Vocational Guidance Association
 Commission on the Occupational Status of Women
 Chair: Thelma C. Lennon, Director, Pupil Personnel Services, Dept. of Public Instruction, Raleigh, N.C. 27602

Philosophy of Education Society
 Women's Caucus
 Chair: Elizabeth S. Maccia
 Dept. of History and Philosophy of Education, Indiana U., Bloomington, Ind. 47401

Committee on the Status of Women (same)
Population Association of America
 Women's Caucus
 Chair: Nancy E. Williamson, Brown U., Providence, R.I. 02912

Professional Women's Caucus
 P.O. Box 1057, Radio City Station, New York 10019
 President: Sue Caplan, Esq., 743 5th Ave., N.Y. 10022

Society for Cell Biology
 Women in Cell Biology
 Chair: Virginia Walbot, Dept. of Biochemistry, U. of Georgia, Athens, Ga. 30601

Society of American Archivists
 Ad Hoc Committee on the Status of Women in the Archival Profession
 Chair: Mabel Deutrich, Director, Military Archives Div., National Archives & Records Service, Washington 20408

Society of Women Engineers
 Executive Secretary: Winifred D. White, 345 E. 47th St., New York 10017

United Presbyterian Church in the U.S.A.
 Task Force on Women
 Co-Chairs: Patricia Doyle and Elaine Homrighouse, Board of Christian Education, United Presbyterian Church, Witherspoon Bldg., Philadelphia 19107

Women Architects, Landscape Architects, and Planners
 39 Martin St., Cambridge Mass 02138
Women in Communications
 President: Ms. Margot Sherman, One Stoneleigh Pl., Bronx, N.Y. 10708

A number of these organizations have recently formed a federation to coordinate their efforts, share resources, and promote professional career opportunities for women.

Federation of Organizations for Professional Women
 1346 Conn. Ave. NW, Suite 1122
 Washington, D.C. 20036